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TRAVEL SECTION

Visit Your New Parks

ARTHUR L. SCOTT, *San Francisco*

TWO more national parks become easily accessible to railway travel, when the Great Northern begins running its "Empire-Builder" train into California.

Mount Lassen in northern California, and Crater Lake in southern Oregon, are but a few miles from the route which the train follows on its swift journey between San Francisco and Chicago.

Midway between these two parks and crossed directly by the new steel ribbons which were laid last year, is another area set aside by the government because of its interesting geological formation—the Modoc lava beds.

From the car windows passengers also will be able to see Mount Lassen, Mount Shasta, and other well-known peaks of the Sierras and Cascades.

The same train follows along the southern boundary of Glacier National Park in north-western Montana for a distance of 60 miles.

Considering the magnificent scenery and oddities of nature which are encompassed in Mount Lassen Volcanic National Park, it is probably the least known of any of America's great recreational areas, even to the people of California, a fact that is due to its inaccessibility heretofore by railway and, until recently, by good highways.

Often called the "Wonderlands of California," Mount Lassen Park is filled with mysterious volcanic formations that puzzle even the scientist. The whole area is distinctive. Its atmosphere is not that generally associated with California mountain regions, but is suggestive



Glacier Park Hotel in Glacier National Park.



Mount Lassen Volcanic National Park, on the Great Northern-Western Pacific Railways.

of other worlds. "Bumpas Hell," "Devil's Kitchen," "Boiling Lake," and "Chaos Jumbles" are names that reflect the bizarre nature of some of its oddities.

MOUNT LASSEN is known to most people only as the volcanic peak that went on an eruptive rampage in 1914. For three years it afforded a handy illustration of one of the important tools used by old Mother Nature in fashioning our planet. The effects of the latest eruption are to be seen in the devastated area. Here vegetation has been swept clean. Trees, uprooted by the force of the outpourings, lie partially buried in coarse cinders, while some remain only as stark trunks, shorn of limbs, standing amid volcanic debris.

"Bumpas Hell," at the immediate base of the volcano, is a bubbling, hissing and gurgling spot, two acres in extent, where you watch with fascination the strange workings of this bog.

Devil's Kitchen, at the upper end of Warner Valley, also has pulsating mud pots that have been caused by Lassen. Boiling Lake, nearby, is about 200 yards across, and simmers like a giant tea-kettle. When the lake is seen at sunrise, the twisting mass of soft, milk-white steam takes on beautiful shades as the light filters through fringing firs and pines. As the sun

mounts higher in the heavens its warm rays condense the steam rising from the lake.

Splashing waterfalls, myriad lakes, virgin forests, bubbling streams—these form a lovely background for the fantastic workings of the age-old volcano. They all have their place in this strange and inspiring volcanic laboratory.

North of the Lassen area and continuing into central Oregon the new transcontinental railway route traverses a country of extinct volcanoes which paradoxically poured down rich volcanic ash to fertilize some valleys, and burning lava on others to kill all vegetation.

The Modoc Indians, in the early days, turned both of these conditions to their advantage, fattening their horses on the grasses in the valleys and themselves on its deer. They used the ice-filled lava caves as refrigerators for their food and the warmer ones for shelter and for refuge from their enemies.

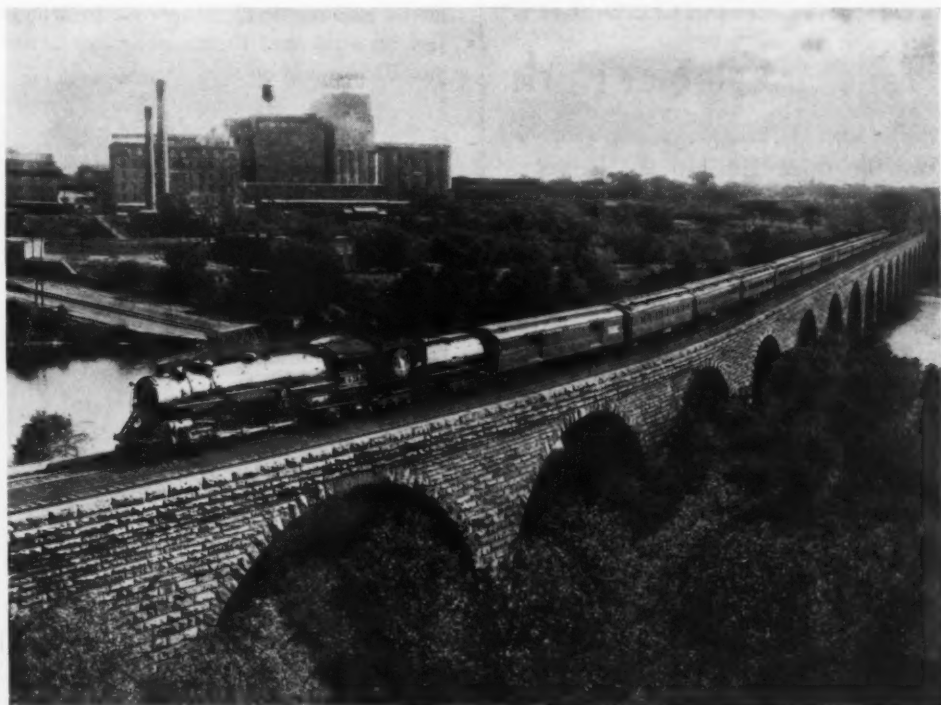
The lava beds consist of tumbled, jagged masses of volcanic material—fantastic in appearance, colorful, and many miles in extent. They are bare of vegetation and give the impression of having been formed so recently that the heat of creation should still be present. Evidence has been found to indicate that some of the flows did occur as late as 1850.

AS the new route swings through northern California it traverses forests of towering pines and sweeps through other territory that is typically Western. Deer, coyotes and wild fowl are seen especially in the early morning or at sunset, and herds of cattle browse on the ranges. Cowboys, and Indians also, are much in evidence.

Crossing almost due north and south through Oregon, the Cascade range is continually in view, except where the snow-capped peaks are obscured momentarily by the timber or the canyon walls of the Deschutes river.

North from Klamath Falls, in Oregon, just across the California boundary, the tracks skirt the shores of Upper Klamath Lake, a beautiful expanse of water in a perfect mountain setting. Then a little further north, we pass within a few miles of Crater Lake National Park. This lake, as the name suggests, lies in the huge crater of an extinct volcano, some thousand feet below the rim rock.

Reaching the Columbia river, between Oregon and Washington, the train crosses on a bridge directly over the cascades and rapids, and then follows up the north bank of the Columbia to join the main line of the Great Northern at Spokane.



World-famous train, "The Empire-Builder," crossing the Mississippi River over Stone Arch Bridge, Minneapolis.



Crater Lake in Oregon is a truly remarkable sight.

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Devils Kitchen, Lassen National Park.

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Maximum Travel at Minimum Cost

W. B. McKITTRICK, *Physical Education Teacher, Arcata Union High School*

COULD a trip around the world be made for \$1000 by a teacher desirous of seeing as many historical places as possible?

A college classmate and I discussed this question by letter for several months one spring and finally decided to try. I obtained a year's leave of absence, and Ralph gave up the principalship of a small high school in Oregon.

We met at graduation time at Willamette University and spent an evening before the open fireplace at the Sigma Tau house, talking of the sights we hoped to see and of the experiences we might have in lands beyond the oceans. Then we parted, to spend the summer and fall adding to our slender resources in Washington apple orchards.

We met again in Seattle, dressed in khaki clothing and heavy shoes, with our personal belongings in rucksacks. We also had a couple of old suitcases, to be discarded in the orient after we had used up the extra provisions contained therein.

I can feel today the shivers which chased up and down my spine as the ship gongs began

to beat at 9:45 a. m., November 14, announcing that all but passengers should leave the boat. Slowly the ship moved away from the pier at Smith's cove. Our hearts thrilled as we realized that we indeed were off on our great adventure.

Sixty dollars was the third-class fare on the Shidzuoka maru from Seattle to Manila. The



The author on the pontoon bridge across the Rhine. In the distance is the Fort of Ehrenbreitstein.



Ralph Rehbock (left) and the author in front of the casino at Monte Carlo.

standard menu was rice curry and small fish cooked in toto, heads and all.

I have no desire to repeat this part of the trip in winter, when rough weather makes eating difficult at best. But in summer, with a supply of fruit to supplement the ship's fare, it would not be unpleasant. The Japanese people are friendly, many having lived for a time in the United States.

Only one white man, besides ourselves, was registered among the third-class passengers. He was rather old, bald-headed, bewhiskered, and kept himself aloof during most of the voyage. Later we learned that he had served in the U. S. Army during the war with Spain, and so we dubbed him "old soldier."

AFTER eighteen days at sea without sight of a ship, we landed in Yokohama. Kamakura, the ginza, Imperial palace and grounds, we saw from ricksha. Only those who have been there can visualize the startling conglomeration of transportation methods and the mixtures of eastern and western dress which are seen on the streets. Arguments with ricksha

men furnished the spice which every traveler remembers first with irritation and then with many a laugh.

Across Japan past Mount Fuji, through Nagoya and Kyoto to Kobe, Osaka, Nara, and then through the inland sea to Nagasaki, the city that lies beside its charming, hill-fringed bay. There we saw for the first time women coaling ship, something very new to our occidental eyes.

Two days on the Yellow Sea and we steamed up the dirty flood of the Yangste Kiang, then into the Whang Poo and on to Shanghai. There we learned to use "big and little money," viewed the international settlement and the western buildings along the bund. Sikh policemen were our friends when we argued with the chinese porters and ricksha men. Along the waterfront and up and down the river are hundreds of junks with their cargoes of men, women, and children who rarely set foot on land, spending their entire lives cooped up in their brown-sailed craft. Pigtales and bound feet were seen, even in this partially-europeanized city.

Warmer air each day and a deeper blue to the water, told us we were nearing the Philippines. Past sleeping Corregidor, we steamed and on across Manila bay as the "old soldier" pointed out the place where Dewey in 1898 met the spanish fleet.

Bilibad prison, Pasig river, the walled city, golf links where once flowed the waters of the old moat; the luneta, the twinkling lights from the ships on the bay at night—all these were unforgettable sights. Native children grow up here with no hindrance of clothing. Coconuts, bananas, carabao and white-clad people—what a different world from ours!

On new year's day we left Manila (on the Sui Sang, a britisher of the Indo-China line) for a rough three-day passage across the China sea for Hongkong. We had second-class tickets. The skipper, noting that we were "a couple of american college boys," told us we could use a first-class stateroom, as there were no other passengers. The boat was small and without much ballast. I spent most of the time in bed, being served five meals a day by



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chinese "boys"! Once we were in the quiet waters of Kowloon bay, I recovered with startling rapidity.

A magnificent picture — across the water from Kowloon to the city of Victoria on Hong-kong island.

The effort to climb to the Peak is richly rewarded with a marvelous panoramic view. Down on the mirror-like water of the roads huge liners resemble cigars. Around the narrow shelf of land next to the bay lies the occidental city of Victoria, usually known as Hong-kong.

WHEN we arrived at the dock to take a boat (out to the french liner Amboise of the Messageries maritime line) imagine our surprise upon seeing the "old soldier" with his pack. He seemed glad to see us, for he had had trouble with the american consul at Canton by ignoring the warning to foreigners at that time to stay away from Canton.

Swinging around cape St. Jacques we entered the delta of the Saigon river and meandered here and there through what appeared to be a huge palm swamp for sixty miles to Saigon. Occasionally we saw the white tips of the sails of native fishing craft above the morass. Rice fields appeared near Saigon. The stream assumed a more river-like appearance.

A Drowsy Day in Saigon

We landed at midday to find nearly everyone drowsing and everything closed in the intense heat of an Indo-China January day. But in the evening the city wakes up when the frenchmen and their ladies appear and the indian chettys open up their sidewalk stalls.

If there is a universal habit here, it is the one of chewing betelnut. Every native has a thin stream of reddish-colored fluid flowing down each side of his chin. Their blackened teeth and red mouths make them repulsive indeed. This habit is common in the Philippines, but nowhere is it so nearly universal as in this french-governed chinese city.

Singapore, lying just north of the equator, was our next stop. Beautiful gardens and grounds, modern buildings, chinese cemeteries, then jungles, rubber plantations and monkeys.

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natives and huge, hump-backed oxen—and Rochore road.

What a road! Not so long or broad, but every store along each side packed full of birds of every hue and size, and rat-like animals of many colors and shapes.

Days spent on board as the ship steered a course north of Sumatra; evenings on deck looking up into the star-filled sky, following the course pointed out by Orion's belt into the black northwest; hours gazing down over the prow, lazily watching swarms of flying-fish skim along the blue waves. Glorious, big, deep days, and not a thing to do.

And the "old soldier" was with us again, more friendly now than before. Of Swedish parentage, past 60 years old, educated in the lore of many lands, he was able to write and read french and german, and to talk freely of the talmud and the bible. A lone wanderer of the sea and far corners of the earth, a man we learned to like, yet never were able to learn his name. I wish that I also might have the curiosity to know, the enthusiasm to learn, and the stamina to endure possessed by the "old soldier."

COLUMBO, with its white surf, blue sea and palm-fringed shores, its native shops where native jewelry, herbs, and unfamiliar sounds and smells abound! While having our passports examined in the first-class section of the ship, we met Titus Lowe, a methodist bishop, who, upon finding that we were graduates of Willamette University, offered immediately to hire us to teach school at Singapore.

He agreed to buy us a ticket back to Singapore on the next boat and to start our pay at once! We had much yet to see, and so did not accept the offer.

Finally, Djibouti in french Somaliland, at the south end of the Red sea. White piles of salt, white buildings, white-clad frenchmen and very, very black negroes, native dancing-girls and diving-boys. Coffee-sorters, children who ran when we unfolded our cameras, and the first camel of the trip! We hurried to photograph it, not knowing of the thousands we would see in Egypt and Palestine!

The sun-parched island of Perim, with the union jack flying over it, slipped like a ghost-land silently astern. Three more days, more flying fish—and then Suez, with its peddlers and the famous canal which takes 18 hours to nego-

tiate. Just a deep ditch in the sand with here and there a turn. Night comes on. The huge searchlights are lighted, and cast their beams far ahead. A beautiful moon hangs close above—on our left Africa, on our right, Asia!

At Lac Timsak, midway through the canal, we stopped and anchored to allow three boats to pass. They moved by like barges brilliantly lighted, their searchlights visible for miles as they came and then slipped silently by into the night. Here and there a lonely campfire by the side of the canal—some bedouin's only home.

CAIRO and the pyramids, the Nile, mosques and minarets, and the citadel. The rabble of peddlers and guides and bakshish beggars. In the shade of the pyramids, a golf course! A ride on a camel, short but long enough! A climb to the top of the great pyramid, and a



Looking toward the top of the great pyramid. Note the huge stone blocks of which it is built.

wonderful view of the valley of the Nile, a valley with 5000 years of recorded history.

In the huge museum at Cairo, hundreds of pieces of ancient sculpture are on view. The gold mask and casket of Tutenkhamon were especially pleasing to gaze upon. We wandered

through the dirty, dusty streets, and roamed barefoot through the mosques.

Here we stayed at a small hotel across from Shepherds—but what a difference! Hard beds and dirty walls, but cheap; and our belongings were never pilfered in any of the proletarian hotels where we stopped.

Back to Port Said, and thence to Jerusalem. Across desert lands by the eastern shores of the Mediterranean, and on through the cactus-fenced fields and orchards, to the holy city. Men riding on burros much too small for them (but a palestine burro can carry as much as a ford)! Camels used as motive power for a plow, and sometimes teamed with an ox. Huge oranges sold at the stations. Trim Tommy Atkins everywhere.

The garden of Gethsemane with its age-old olive trees; the rocky mount of Olives with its view of the Dead sea and the Jordan river beyond; and the church of the Holy Sepulchre with its long-robed priests. The crooked streets, cobble-paved, rock-walled and stone-roofed, were curious to our eyes. The wailing place; where the original stones of Solomon's temple may still be seen, and the singing, praying, and kissing of the stones by the jews. We had wondered if they really did these things. They do, and very seriously.

A boat from Port Said, by the towering shoreline of Crete, through the straits of Messina, past Stromboli with its fire and smoke, to the great port of Marseilles. It was February now, but warm along the blue Mediterranean, with its green shores and red-roofed Riviera cities.

Monte Carlo Bars Work-Shirts

Cannes, Nice, and Monte Carlo, all beautiful beyond words. Over the Grand Corniche, we traveled to the great casino city, but were unable to enter because we did not wear white collars! We rambled about the city, noted the pretty, flower-strewn gardens, and the yacht-filled harbors. One morning we marched through the throng of promenaders, they with their silk hats and their canes, we with our packs on our backs, to take the train for Pisa.

We passed through hundreds of tunnels to finally arrive at the latter city. It was a relief to leave the smoke-filled cars and again to breathe fresh air. A short hike brought us to the leaning tower. We climbed its circular stairway without more ado. It leans, make no mistake about that; and from its sloping top, we marveled that it did not fall. In the nearby cathedral is the swinging lamp made famous by Galileo.

WE arrived in Rome by midnight and saw the Tiber for the first time by moonlight. For more than an hour we walked through the quiet streets of the eternal city, looking for a low-priced hotel, which we eventually found.

Here we spent pleasant days as history teachers, seeing the actual scenes and places about which we had studied and taught. Here, too, we received the first mail since leaving home several months before, and to our surprise a card from the "old soldier," whom we had left at Port Said. He was now in Sardinia, roaming on and on.

We climbed part way up the hill which surmounts St. Peter's cathedral and viewed with admiration the city of the Caesars. We walked along the Appian way and saw the aqueducts "striding out across the plain." We descended into the catacombs; we viewed the multicolored uniforms of the Vatican guards.

On south to Naples, an ancient city, but located on one of the most beautiful bays in all the world. Pompeii, with its deeply rutted streets and excavated buildings.

The trip we like to remember was the day we hiked to the top of Mount Vesuvius. Steady walking carried us halfway, by the middle of the morning. The latter half was steep, with a cog-wheeled railroad to the top. We climbed the steps at the side of the track to find a terrific wind blowing at the top.

And down in the crater was the cone, with smoke and bursting red-hot rocks flowing upward in a stream from its orifice. The crater seemed to be more than a mile wide and very deep. Cooling lava would soon form a dam and, as it rose, would overflow the walls of the crater. This has happened, for rock walls on the outside of the mountain are already half-filled with lava. Down the mountainside we tore through the ashes in gigantic leaps, covering a distance in fifteen minutes that had taken us two hours of steady work to climb.

Back to Rome at night, to save a hotel bill. Lack of heat in third-class cars made the night one we will not soon forget, for most of it we spent walking up and down the aisles!

From Rome, we journeyed on to Florence,

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with its world-famed galleries, by the lazy Arno. Then to Venice and its Grand Canal.

The cathedral at Milan was the most interesting sight, to me at least, in these cities. It is unexcelled in architecture and ornamentation. We walked and climbed over much of the building and to the top of the spire, where we could look over the city and the plains of Lombardy.

PASSING through the Simplon tunnel, 12¼ miles underground, we reached the land of William Tell, with its deep valleys and high snow-capped mountains. Down by the castle of Chillon, immortalized by Byron, and along the shores of the lake to detrain at Geneva. There we visited a meeting of the League of Nations, heard Chamberlain and Briand debate; saw Calvin's grave, marked by a simple stone; and then rode down the rugged valley of the Rhone to Lyons.

A college friend met us at the Gare de Lyons in Paris, and the prospect of weeks of restful sightseeing and the receipt of more "money from home" made the whole world bright. We had come thus far on less than \$500 apiece.

The "old soldier" said that you could see New York in a day, London in a week, but that you could never see all of Paris. Perhaps this is true, for we traveled hither and yon in this city by the Seine, finding new and interesting things at every turn.

Paris surface cars and busses are fair, but Paris subways are grand, fast, efficient, and cheap. We soon learned to take the underground to a certain point and then explore in that vicinity. We could go to any place in the city quickly for 50 centimes, the equivalent of two cents.

Some American tourists back from Paris reported that the Louvre is only a large department store. There is a department store by that name! We found the real Louvre and all of its 52 acres to be rich beyond imagination in interesting things. A trip to the top of Eiffel tower was inspiring. Napoleon's grave and the Invalides with its Armistice car were fascinating; Notre Dame, the Madeleine, and Sacre Coeur were different, as was the Folies Bergere.

With reduced packs we set out on a circle tour of Belgium, Holland, and a part of Ger-

many. Belgium was much like France. One day we spent in walking over the battlefield of Waterloo. That evening we returned to find our pictures on the front page of a leading Brussels daily as "les premiers touristes du printemps."

The colorful tulip fields of Holland were attractive. Amsterdam with its canals, and the Hague with its palace of peace, contained much to observe. At Osnabruck, Germany, we spent three days visiting my chum's relatives. We could not speak German and they could not talk English, but we obtained an excellent rest at the home of these delightful old ladies. Large pictures of the kaiser and von Hindenburg were on the wall, and they showed us handfuls of German money which was now valueless.

In Deutschland, we traveled fourth-class and found it good. One night we spent in the shadow of Cologne's twin-spired cathedral, and then up the castled, storied Rhine to Coblenz where the doughboys kept the "watch on the Rhine."

EHRENBREITSTEIN, the kaiser's pet parade-ground, we viewed from across the river and later from the gate at the entrance to the fort. This was as close as the blue-uniformed french soldier would permit us to go. What a gigantic mounted statue of William I stands at the confluence of the Moselle with the Rhine! The horseshoe nails are more than an inch in diameter and the rest of the statue is in proportion.

Rocky and precipitous is the country along the Moselle, though the hillsides are covered with vineyards. We came to Trier, but did not cross into Luxemburg since that entailed another visa. Through the Saar coalfields, with forests of smokestacks, to Metz, and then on

(Continued on Page 56)



A Belgian plowing on the battlefield of Waterloo. Note blinders used on the oxen. Author to right.

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Another book by the same author is "The Impatience of a Layman" which has had, and still continues to have, a large sale. Mr. Kennedy for some years has contributed a column, "The Open Window," in the San Jose Mercury-Herald.



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SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association

155 Sansome Street, San Francisco

JOSEPH MARR GWINN.....President

ROY W. CLOUD.....State Executive Secretary

VAUGHAN MACCAUGHEY, Editor

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CONTENTS

	PAGE		PAGE
Clipper Ships Abandoned in San Francisco Harbor, 1849—Cover Picture— Ray Bethers		Junior High School Graduation Project.....	37
Travel Section—		John W. Wilson	
Visit Your New Parks.....	2	I'm Glad I Am a Teacher.....	39
Arthur L. Scott		Grace B. Staples	
Maximum Travel at Minimum Cost.....	6	The Tenure Law.....	40
W. B. McKittrick		Alfred E. Lentz	
C. T. A. Board of Directors Meeting, February 6, 1932.....	17	Association of Childhood Education.....	41
Bay Section Honor Roll.....	18	How to Improve Children's Study.....	42
The Price of Civilization.....	19	L. L. Young	
E. H. Staffelbach		Errands—Poem.....	43
An Experiment in National Education.....	23	Jacqueline Berry	
Mrs. Alice Wilson		R. A. Maynard—Portrait.....	43
Radio in the Classroom	24	Maude Oyler	
William C. Bagley, Jr.		John B. Monlux—Portrait.....	44
The Children Come First.....	25	Susan M. Dorsey	
New York Times		Athletics Rise in Self Defence.....	45
Southern California Superintendents' Portraits.....	25	E. B. Christensen	
California Public Schools.....	26	Three Poems.....	46
Donald Simpson		Mary Elizabeth Donnelly	
For Thinking America—Book List.....	29	Building a Good Attendance Record.....	48
Living Like Japanese People.....	31	Carroll Atkinson	
Katharine G. Beam		Book Reviews—	
Mabel H. Johnson—Portrait.....	32	Life of Washington.....	50
Orientation Week.....	32	Roy W. Cloud	
J. T. McRuer		Teaching the Social Studies.....	50
C. T. A. Annual Meeting	34	Ernest W. Tiegs	
Yellow Days—Poem.....	34	San Luis Obispo Program of Curriculum Revision.....	52
Lois H. Smith		Mrs. Drusilla Rhodes	
Where Does Your Tax Dollar Go?.....	35	Leland Stanford.....	57
J. H. Bradley		Roy W. Cloud	
On the Highway—Poem.....	36	Three Books I Like.....	60
I. D. Perry		Horace W. Moore	
An Aviation Project.....	36	Nomenclature—Poem.....	60
Mrs. Mamie E. Wilson		Susannah Prudence	
		Pacific Field School of Natural History.....	62
		C. T. A. Southern Section	
		100 Per cent Membership.....	63
		Coming Events	64
		Index to Advertisers	64

THE Board of Directors of the California Teachers Association comprises the following: **Dr. Joseph Marr Gwinn**, superintendent of schools, San Francisco, *President*; **Paul E. Stewart**, city superintendent of schools, Santa Barbara, *Vice-President*; **Robert L. Bird**, county superintendent of schools, San Luis Obispo; **George C. Bush**, superintendent of schools, South Pasadena; **Ed. I. Cook**, dean, Sacramento Junior College; **Clarence W. Edwards**, county superintendent of schools, Fresno; **W. E. Givens**, superintendent of schools, Oakland; **Roy Good**, district superintendent of schools, Fort Bragg; **Mrs. Eugenia West Jones**, kindergarten teacher, Los Angeles.

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SIERRA EDUCATIONAL NEWS

MARCH

1932



Volume XXVI

Number 3

California Teachers Association

Board of Directors, Meeting of
February 6, 1932, San Francisco

THE regular February meeting of the Board of Directors, California Teachers Association was called to order by President Joseph Marr Gwinn, Saturday, February 6, 1932, at state headquarters, 155 Sansome Street, San Francisco, all members being present.

The minutes of the meeting of December 4, 1931, were approved.

The budget for 1932 was presented and on motion of Mr. Stewart, seconded by Mr. Edwards, was accepted and approved.

The report of Assistant Secretary Earl G. Gridley, Director of Placement, showing the placements made by his Division from August 1, 1931, to February 1, 1932 was read and was compared with a similar report from August 1, 1930, to February 1, 1931. The report was accepted and ordered filed.

The reports of the Secretaries of the various sections having disclosed the fact that a number of State Council members who had been assigned to committees would not be on the State Council for the coming year and consideration of the positions of new members followed. The Board as a committee of the whole assigned the new members to committees and requested the Secretary to so notify them.

A request from Miss Luella Armitage of Berkeley to act as a delegate from the California Teachers Association at the regional conference of the World Federation of Education Associations in Honolulu in June, 1932, was read. Mr.

Bush moved and Mr. Bird seconded the motion, that Miss Armitage be appointed as a delegate to the conference. The motion was carried.

A letter from E. J. Dupuy, concerning the Bay Section election of officers, was read and discussed. On motion of Mrs. Jones, which was seconded by Mr. Bush, the Secretary was instructed to notify Mr. Dupuy that the matter of the selection of officers was in the hands of the various sections and that any protest which he might have as to the manner in which selections had been made should be forwarded to Earl G. Gridley, Secretary of the Bay Section.

Classroom Teachers Divisions

A proposed constitution and by-laws for a classroom teacher group within the California Teachers Association, received from Albert M. Shaw, chairman of the Council Committee for the organization of such a division, was read and discussed.

Mr. Givens moved that the Secretary be instructed to notify Mr. Shaw that the Board is in favor of having divisional organizations in the six sections of the state for classroom teachers, and that the presiding officers of each be a representative on the State Council. The motion was seconded by Mr. Bush and carried unanimously.

The discussion developed the fact that the Board believes that the purpose of the group could best be served by giving to each district its own local organization which could con-

sider policies and procedure and report back to the section.

After a discussion of tenure, the Board decided that no action would be taken until after the Tenure Committee had worked out its plans and had presented its ideas for full consideration.

The situation regarding the possible resignation of the present State Superintendent of Public Instruction was thoroughly discussed by the Board. Letters from school people concerning the matter were read and discussed.

School Finances Are Imperative

The Board next considered the tax resolution adopted by the group of representatives of various state organizations called at the invitation of the State Grange at Sacramento, January 20, 1932.

By unanimous action, the Board agreed on the following:

(1) We will strenuously oppose any plan which will reduce the total amount of school funds now being received from the state and county.

(2) We are in favor of some plan which will relieve real estate of part of the burden of taxation.

(3) We favor the principle of equalization both of the county and of the state in the distribution of funds.

Mr. Givens moved that Mr. Good and Mr. Stewart, together with Mr. Frank Henderson, Chairman of the Committee on Financing Public Education, and Dr. E. H. Staffelbach, Research Director, represent the Board of Directors and California Teachers Association at the meeting of organizations in San Bernardino on February 18th at which an initiative proposal on taxation is to be prepared.

Owing to a previous scheduled engagement, President Gwinn withdrew and Vice-President Paul E. Stewart assumed the chair. After discussing various phases of Association work, the Secretary was instructed to call the annual meeting in San Francisco, Saturday, April 9.

Annual Meeting April 9th

The next meeting of the Board was set for April 8, 1932, at headquarters, 155 Sansome Street, San Francisco, beginning at 10 a. m.

No further business appearing the meeting adjourned.

ROY W. CLOUD
State Executive Secretary

Bay Section Honor Roll

Below is a list of additional 100% schools in the California Teachers Association Bay Section.—

E. G. GRIDLEY, Secretary.

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Cleveland
Columbus
Detention Home
Emerson
Excelsior
Farragut
Francis Scott Key

San Joaquin County:
Bruella
French Camp
Lafayette
Naglee
River
Washington
Woods
Frank McCoppin
Garfield
Geary
Golden Gate
Grattan
Irving M. Scott
Jefferson
Laguna Honda
Le Conte
Lincoln

Solano County:
Browns Valley
Center
Gomer
Green Valley
Owen
Tolenas
Longfellow
Madison
McKinley
Parkside
Patrick Henry
Rincon
San Miguel
Shriners' Hospital
Starr King
Sunshine
Washington Irving

Berkeley:
McKinley

Stanislaus County:
Turlock 100%
Hawthorne
Lowell

San Francisco:
Art Department
Corrective Speech
Department
Atypical Department
Junior High
Supervisors
Physical Education
Department
Texts and Libraries
Department
Andrew Jackson
Bay View
Bernal
Burnett

Oakland:
Bella Vista School
Luther Burbank
Anthony Chabot
Cleveland
Emerson
Grant
Jefferson
Lakeview Elementary
Lazear
Manzanita
Melrose
Peralta
Piedmont Avenue
Rockridge

The Price of Civilization

E. H. STAFFELBACH, C. T. A. *Director of Research*

Civilization Has Always Been a Race Between Education and Catastrophe.

—H. G. Wells.

THE costs of education in the United States have mounted during the last 20 years at a rate unprecedented, except for the cost of the federal government during and since the war period. In California, education costs have been no exception to the general rule.

The reasons for the rapid rises in costs may be stated briefly as follows:

1. Increased length of the school year. The average length of the school term in California 30 years ago was approximately 165 days. During the past year it was over 180 days.

2. Enriched educational opportunities to the children of the state, consisting of: (a) better prepared teachers, (b) better equipment and buildings, and (c) a widely-varied curriculum necessary to meet the demands of present-day life.

3. Increased attendance, due in part to the enforcement of compulsory attendance laws. The attendance in the elementary school has been multiplied by **four** and the high school attendance by more than **18**, during the last 30 years in California.

4. Decreased purchasing power of the American dollar.

A careful study of all these factors by an unbiased mind can lead to only one conclusion, namely, that never in the history of the schools of this state has the school dollar brought so much education so scientifically and effectively directed toward the solution of the needs of pupils and society, as at the present time.

A Period of Doubt

Few who have studied the facts thoroughly will deny the above conclusion. However, in a time of economic depression such as the present, it is not easy to face facts calmly, nor to act judiciously upon the basis of such facts. The present weight of school costs, supported as they are by an inequitable taxing system, leaves the harassed citizen in gloomy doubt about what ought to be done.

Gambler's Tactics

Society during the past decade or two has been gambling, economically (and hence socially), heedlessly putting at hazard present and future

welfare. And, like a gamester most unheroically unnerved at the time of consistent losing, we are apt to resort to radical and thoughtless measures in an attempt to retrieve our fortunes.

Social welfare, however, is not to be achieved by gambling tactics. It was not thus that the foundations of our republic were laid. It is not thus that American institutions have been established and maintained, but through lasting social principles consistently and unceasingly applied. In American society unstinted public education is an essential principle.

The Upward Trend of Costs Must Continue

Regardless of the exact nature of the proposals respecting the schools, they amount in substance to one, namely, that the school should get along on **less** money. This is directly opposite to the historical trend, which has been directed by imperative influences making for: (1) a longer school term, (2) more children in school, (3) a longer school life for every child, and (4) richer educational opportunities while in school, made available through better buildings and equipment, better instruction, and wider and more varied curriculum offerings.

Under such influences the trend of school costs can only be **upward**. And there can be no mistaking the fact that all these influences arise out of the developments of modern civilization.

Nor can there be any mistaking the further fact that if this modern civilization is to develop further—in other words, if life is to go forward rather than backward—the trend of costs involved in preparing each successive generation for the increasingly complicated social and industrial life of the race must be inevitably upward.

Education or Catastrophe

H. G. Wells's terse statement, quoted at the beginning of this paper, is more true today than it has ever been in the past. It is more true, not because "human nature" is different from what it used to be, but for the opposite reason, namely, that human nature is **not** different from what it used to be.

One of the outstanding discoveries of modern psychology is the fact that human nature is

relatively unchanging. The baby of the cave woman of a hundred or more centuries ago probably was little if at all different from the child of cultured parents of the present day. The primitive "human nature" he inherited from his forebears equipped him fairly well to meet the needs of the hazardous life into which he was born. But the child of the present, born with the same equipment, has countless and profound adjustments to make before he can fit into **modern** environment. The inevitable obligation of the adult generation of today is to teach the young, with the native equipment of the caveman, how to live in a **modern** world.

Education Is Civilization

We are prone to think of civilization as being merely a matter of geography. Thus we speak of certain parts of Africa as being "uncivilized." We think of Europe and the United States as being "civilized" lands. In this way we generously throw a cloak of civilization over all the people who occupy a civilized land, merely because they participate in and enjoy some of the fruits of civilization. In doing this we mistake the appurtenances of civilization for civilization itself.

The truth of the matter is that there are a great many people living in civilized lands who are, at best, only **partially** civilized. And if we may judge by the many unsocial and sometimes monstrous acts reported almost daily in our newspapers, it appears that we have not a few in our midst who are as free from civilization as was the veriest savage.

For civilization is in reality not a matter of externals—railroads and telephones and radios—but a matter of subjective culture and education. Civilization exists **inside** the individual, not in the atmosphere nor the geography nor the externals of his environment.

Education is the means whereby civilization is achieved; education is the *sole* means whereby civilization is transmitted and perpetuated.

It took the race thousands of years to achieve the degree of civilization we have at the present time. But the individual is faced with the enormous problem of acquiring the same amount of civilization within the short period of a single life-time. In short, every child is born into the world with the native equipment of a cave child, and by way of his home and school and community life he must complete, in a

comparatively very short time, the long trek necessary to overtake his race in its pursuit of better living.

What of the Future

People who are philosophically inclined sometimes wonder just how far man can go in his pursuit of the better life; just how far we can carry on this progress of civilization. They sometimes speculate about the future man, wondering whether he will not have to develop additions to his brain, in order to think the weighty thoughts which will throng his brain in the ages to come.

This line of prophecy is doubtless too speculative to be fruitful. In all probability the human cerebrum at present is sufficient in its size and complexity to answer man's needs for at least a thousand generations to come.

But the question: How far can man safely proceed into the unknown in his quest of the better life? is not an idle one. The answer is not to be found in terms of man's mental limitations, in the way of inventiveness, but rather in terms of man's ability to adjust himself to the conditions produced and brought about through the achievements of his own genius.

The Hazard of Progress

Until very recent times human progress was slow, and fairly regular along many lines. Generations went by without a single important invention. In all probability thousands of years elapsed after man learned to use a sharpened stick as a spear, before he invented the bow and arrow. New means and ways of doing things came so slowly that the race had ample opportunity to adjust to resulting changes in the conditions. But more recently inventions have been not matters of centuries nor even decades. They have come as a veritable flood, deluging by thousands a single generation.

In the past, too, the march of human progress was fairly uniform. It presented an even front, so to speak, like the houses facing upon a single street. This is no longer true. In the fields of science and invention we have rushed ahead into the unknown, while the rest of the front has lagged behind. In our social principles, in our concepts of the moral and the ethical, we have made little advancement (in many ways at least) over the Greeks of 2000 years ago.

Man has conquered much of **objective** nature, bent it to his will, and made it his veritable servant. He has not been so successful in his control of his own **subjective** nature that exists within himself. His lack of success here may be

due to his failure to recognize a crucial problem in this field. He can invent machines to plow his lands, weave his garments, transport his food, and carry his messages; but he cannot produce a machine which will solve the problem of his relationships with his fellows. Only education, by a complete conquest of man's subjective nature—by subordinating the caveman to the civilized man—can do this.

The greatest hazard in man's progress lies, then, in this uneven front which civilization presents. The salient of scientific discovery and invention is thrust far out, like a pointing finger into the unknown. When an army finds itself in such a position, two courses of action are open to the strategists. They may decide to concentrate their forces in the backward areas in an effort to bring up the lagging divisions, or to give up the salient.

Man's inventive genius has been so productive during the past 100 years that it will require the race a thousand years, it is said, for adequate adjustment to the changed conditions which have resulted. A thousand years is relatively a short period in the life-history of the race. Indeed, it may require longer than that. But of inventions there is no end, because we desire that there be no end to them. We multiply our problems while we seek the solution to still older problems. And, too, we tend to ignore our problems when a ready solution is not found.

Pages of American history are filled with stories of the ravages of the Redman; yet every year a monster of our own creation—the automobile—slays more people than met death at the hands of the Indians from the days of Columbus down to the present time. Today our highways are more dangerous than were the westward trails for our frontier fathers and grandfathers.

Present Emphasis Upon the Materialistic

The above-mentioned salient of scientific progress and invention has had its chief effect upon the materials of man's environment. It has become not only easier to live, but almost infinitely easier to live "well." The whole movement has "set a pace," so to speak, for human living which is based to a very large degree upon material advantages.

Human beings are never so sure of themselves as when they are physically contented. The people of the world—and particularly the people of the United States—have been in recent decades, relatively speaking, well-fed and com-

fortable. We have taken mental comfort from our physical satisfactions. And we thus tend to place greater and greater faith in those sources whence come our physical satisfactions.

UPON materials life subsists, and good living in the highest sense of the term will probably always depend upon sufficient material advantages.

It is in over-emphasis upon the materialistic—in the unbalanced individual and social life growing out of this over-emphasis—that dangers lurk.

The chief cause of this over-emphasis is not difficult to find. For thousands of generations man's chief problem has been to get enough food, enough shelter and warmth, enough protection and comfort, to remove the threat of want. Only in recent generations has he begun actually and finally to solve this problem. Today, speaking of the race as a whole, the problem of production is solved. And the sudden achievement of materialistic abundance has resulted in an orgy of physical satisfactions.

Society is thus like unto a starving man set suddenly down to a table rich with food. Such a starving man, if not restrained, will first feast to satiety, and afterward pay for his incontinence in terrible physical agonies. And we, for our unbalanced emphasis upon the materialistic, cannot reasonably hope to escape payment in social ills and pains.

The hold which our materialistic obsessions have upon our thoughts is made clearly apparent just now when we find untrustworthy the economic structures we have so hastily builded.

Demands for retrenchments in expenditures for governmental activities arise out of the pinch of economic circumstances. Education, because it involves a large share of such expenditures, is a chief point of attack.

Society's own great agency for the development and maintenance of subjective culture and education, is thus first to be attacked, and to suffer restrictions.

The streets and highways are crowded with automobiles that demand the best roads possible; our homes are full of comforts and luxuries unknown to kings a hundred years ago, and our foods, drawn from every quarter of the world, would have wrung envy from a sultan. We are ministering to our bodies, and no possible price is too great to pay. We retrench in these items, if we must, but we do it grudgingly. The intellectual, the cultural, the spiritual—education, character-building, civilization—we seem

to suppose, can wait upon a more favorable time.

Knowledge that these subjective items will not wait upon a more convenient season will eventually come to us. There is tragedy, however, in the thought that such knowledge can only come through the gloomy avenue of social agony.

Our Faith in Legislation

In our dilemma we appeal to the legislature, and thus reveal our European heritage. Laws there must be, of course. But the legislator himself knows (perhaps better than anyone else) the futility of his own efforts, except they be buttressed and supported by education.

Mention has been made of the discovery by modern psychologists that individuals of the present time are born with the native equipment of cave children. Another discovery, of even greater importance, is the further fact that the normal child is born with almost infinite capacity for adjustment. Put into an appropriate educational environment, the child will tend to grow into the corresponding type of adult. Brought up among savages, a child will be a savage. If the same child be reared in a good modern home and the environment and education be correctly adjusted and administered, a civilized person will result.

The fact remains, however, that it is immeasurably easier to produce a savage than a civilized adult. Neglect will produce the former. Only tirelessly consistent and conscientious educational effort, scientifically applied, will produce the civilized individual.

Human character of the kind that produces and perpetuates civilization never happens by accident, and is never easy to build.

What Less Money For Schools Would Mean

In the face of the trends just mentioned come demands that the schools get along with less money. Put into concrete terms the demand is to restrict the activities of the schools: fewer children in school, for shorter periods of time, with diminished opportunities for educational growth. Less money for schools could and would have no other effect.

Free public education for all the children of all the people is now a matter of public policy in every state in the Union, and it is enforced everywhere by compulsory attendance laws. This policy was not suddenly adopted in the exuberance of "flush" economic times. On the contrary it has come about as a slow growth, with the gradual realization of the absolute

necessity of universal education if American institutions were to survive.

The policy of compulsory attendance had its inception about the middle of the last century in Massachusetts. It was adopted in California in 1874. Since then the laws have been made stricter and more comprehensive, but the principle has remained unchanged: that the state, being responsible for the welfare of the social group, should have full authority to require all children, even those of unwilling parents, to attend school.

This policy was adopted in the face of economic sacrifices relatively much heavier than those necessary today.

When agriculture was still struggling along with ancient tools, when industry was just beginning to be modernized, when economic earnings were relatively meager, when comforts were few and standards of living relatively low, the people of the United States bowed their backs to the task of supporting schools, and compelling their children to attend. Even so, they were then fully half a century behind the far-sighted statesmen who, in the very infancy of the republic, had clearly enunciated the principle of universal education as a necessary corollary to a people's government.

What Can a State Afford?

The people of California spend twice as much annually for passenger automobiles and four-fifths as much for tobacco as they spend for public education from the kindergarten to and through the university. The annual bill for jewelry, perfume and cosmetics would pay a third of the cost of education. The other two-thirds could almost be paid by the money passing through the ticket-windows of theaters and movies. The price paid for gasoline to run our motor vehicles would foot the educational bill of the state for approximately a biennium.

These items of expenditure are doubtless legitimate, and they constitute a part of the standard of living of the people. But **from the standpoint of necessity to the social welfare they are immeasurably behind the public school.** The chief difference lies in the fact that the automobile, the cinema, the theater, and the luxuries mentioned above are merely appurtenances of civilization.

Education, on the other hand, is the chief constituent of civilization, and is essential to its achievement and maintenance.

Nothing to Do

Fewer children in school mean more children out of school. When the policy of universal education was first instituted, it was adopted in the face of demands on the farm, in the store, and in the shop for more hands to labor. The people in those days were still struggling at the age-old problem of subsistence.

Today the old, old problem of production has been solved. It has been solved so well, through the use of labor-saving machinery, that **there is not enough work to go around**, even among the adult applicants. The labor market is glutted, with idle adult hands eager to work.

If even a small fraction of the 1½ million California school children are forced out of educational institutions, they will find themselves in the saddest plight known to human experience—with nothing to do!

Stinting the Schools

Probably never, and certainly not in recent decades, have American children in the schools, the rising generation of citizens, faced as grave a danger of having their rights curtailed and their liberties abolished, as at the present time. They have been innocent bystanders, with no active voice or part in the frenzied gambling of the adult generation. Nevertheless, they face the prospect of being thrust into the nation's future handicapped by inadequate education. If their elders decide that the work of the schools shall be curtailed, then the children will have no voice in the matter.

But the philosophic historian generations hence will muse on the crippling of the noblest experiment in the history of man. And in his search for causes that astute philosopher will not overlook the decline of the American public school.

* * *

Creative Expression

CREATIVE expression through art, music, literature, dramatics, **four volumes in one**, is a recent book for the school, home, and public library; covering the whole range of creative education in the arts.

It is published by the John Day Company, New York City, and distributed by the Progressive Education Association, 716 Jackson Place, Washington, D. C.; price \$5.00. The executive secretary of the association is **J. Milnor Dorey**.

* * *

Longmans, Green & Company, Publishers, 55 Fifth Avenue, New York City, have recently issued a useful series of **work books**,—pre-primer, primer, first and second readers, all by Tuttle.

An Experiment in International Education

MRS. ALICE WILSON, *San Francisco*

A JUNIOR international institute of high school students was held recently at the International House, Berkeley, with the students of the house acting as hosts and discussion leaders.

Students from the whole length of the Pacific Coast gathered at the house to attend the institute.

The opening meeting took place on Monday afternoon. The president, James Donlon of Antioch high school presided and opened the meeting. A few words of welcome were made by the director of the World League.

Rabbi Weinstein gave an interesting address in which he stated that it was the first time in the history of the world that the youth of a nation had met for the definite purpose of furthering the ideals of international understanding.

Rabbi Weinstein was followed by Professor Stratton of the University of California, who vividly described the Geneva Conference and the men who attended it.

I know of nothing better to prepare the students for an intelligent understanding of world problems—some of which will be theirs to solve—than similar gatherings.

Because of the generosity of the International House in reducing the expenses—room and board—to the minimum, the cost was no more than \$5.50 for the three days, plus transportation. The lectures and other contributions to the institute were the free gift of people interested in the project.

Plans are already being made for a repetition of this novel experiment in education this coming Christmas season.

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Katherine McLaughlin of the University of California at Los Angeles is a national vice-president of the Association for Child Education, representing the Kindergarten-Primary Department.

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Dr. H. H. King, minister of industry, commerce and labor of China, has reported the progress made by the **National Child Welfare Association of China**, organized in 1928, of which he is the president. Child protection, child welfare homes, child health, child study, and social education are the directions in which efforts have been made in the past year.

* * *

"Fifty Alphabets" is a new book of particular interest to all schools where drawing, commercial art, and lettering are taught. The authors are W. Ben Hunt and Ed C. Hunt, commercial artists. It is issued by Bruce Publishing Company, of Milwaukee; price \$2.50.

How to Listen-in to Radio in the Classroom

WILLIAM C. BAGLEY, JR., *Research Specialist,
American School of the Air, New York City*

VARYING results obtained in different classrooms using the same educational radio broadcast are strong indications of the fact that the measure of success attending the use of radio for instructional purposes depends first and last on the conditions obtaining in the schoolroom.

Radio programs prepared especially for use in the classroom are by no means new, as time is measured in the radio world. The American School of the Air broadcasts, presented by the Columbia broadcasting system, have been available for three years. During this time they have been steadily improved until now it can hardly be said that they are at the strictly experimental stage. The broadcasters have done their share in putting within reach of all, material, which, due to its methods of presentation, its subject-matter and general character, is of distinct educational value. It remains for those who are in the educational field to determine the future course of this medium of instruction.

The organization of the **production** end of educational radio-programs presents many difficulties, such as,—the choice of an advisory faculty; the selection of subjects; the type of programs to use; the choice of writers to prepare the material; and the appointment of suitable directors.

However, this is an easy matter when compared with the organization of the **receiving** end. This phase presents the greatest problems and many which neither the broadcasters nor any other more or less central agency has the power to settle.

It remains the responsibility of the listener or the supervisor in charge of the listening unit to choose what will be heard, and decide what use will be made of the material obtained.

As an aid to those who listen-in in the classroom, the following suggestions (gleaned from the experience of many teachers who use the radio) may prove helpful.

The Regular Classroom Is Best

The first consideration of those who plan to make use of the radio in the school should be the size and acoustics of the room in which the reception is to take place. The regular classroom is by far the best and the listening group should not exceed the size of the average class.

Use of the auditorium has generally been found much less satisfactory than the smaller room.

The loud speaker should have volume sufficient to carry the sound clearly and without distortion to all parts of the room. The pupils should be comfortably seated. A teacher should be in charge. Great care should be taken in tuning in. Adjustment should be made during the course of the program, if necessary, should any blurring of the sound become noticeable.

Adequate Preparation Is Essential

BEFORE listening to a broadcast, the pupils should be acquainted with its subject. Preparation similar to that of an ordinary recitation should be undertaken. Such preparation necessitates a certain amount of advance information regarding the broadcast. An example of the manner in which this information may be obtained is found in the teachers manual and classroom guide published by the Columbia broadcasting system for use with the American School of the Air programs. This is sent free of charge to any teacher who requests it. In it is found a complete list of all the programs for the year, with a detailed description of each one, including a bibliography and visual-aid suggestions.

The pupils should be directed to follow without hesitation the instructions of the announcer. Suitable diagrams, notes and pictures should be placed on the blackboard by the teacher.

Only those pupils of the grade or age for which the broadcast has been prepared should be present. Teachers who have attempted to have the entire school listen to a broadcast intended for specific age groups have invariably been disappointed with the results.

During the broadcast, there should be no distracting noises. The pupils should be provided with visual aids such as notebooks, maps and the like; depending on the type of program. The teacher should write on the blackboard any difficult names or words.

Three music books which constitute valuable aids for use in connection with the American School of the Air music appreciation courses have been published.

The first of these books, called "**My Radio Picture Book**," is for use in the primary grades. It is made up of large loose pages and contains

pictures of various musical instruments, drawings which are to be colored with crayon by the pupils and reading matter describing each broadcast.

The second book, called "**Radio Journeys to Music Land**," is for use in the intermediate grades. It includes music, pictures and descriptive material about folk games, Indian legends, the "Nutcracker Suite," Mozart's childhood, the instruments of the orchestra, and other subjects suited to the ages of the children of these grades.

The third book, known as "**Folk and Art Music of the World**," is for use in the upper grades and high schools. This contains pictures of composers, musical manuscripts, important events and scenes, as well as folk and national songs to be sung by listeners during the course of the program.

AFTER the broadcast, there should be a complete review. Individuals or groups should be encouraged to work out special projects which the broadcast may suggest.

If this general procedure is followed (with modifications and additions which the individual teacher may see fit to make out of respect to local conditions), the value of the broadcast will be greatly increased.

The Children Come First

DO NOT LET the needs of the hour, however demanding, or its burdens, however heavy, or its perils however threatening, or its sorrows, however heartbreaking, make you unmindful of the defense of tomorrow, of those disciplines through which an efficient democracy is possible, through which the institutions of civilization can be perpetuated and strengthened.



Conserve, endure taxation and privation, suffer and sacrifice, to assure to those whom you have brought into the world that it shall be not only a *safe* but also a *happy* place for them.

—From an editorial in the "New York Times" sent to us by W. E. Givens, superintendent, Oakland public schools.—Ed.



A group of southern California city superintendents of schools, at their regular bi-monthly meeting. This picture was taken at Santa Monica high school. Reading from left to right, **upper row**,—E. L. Van Dellen, Ventura; Ira C. Landis, Riverside; John A. Sexsón, Pasadena; Lee Adams, San Bernardino; Paul E. Stewart, Santa Barbara; Frank A. Henderson, Burbank; Forrest V. Routt, Alhambra; **lower row**,—Walter R. Hepner, San Diego; Emmett Clark, Pomona; William L. Stephens, Long Beach; Frederick F. Martin, Santa Monica; A. R. Clifton (formerly Monrovia), now Los Angeles county superintendent; John A. Cranston, Santa Ana; Lawrence O. Chenoweth, Bakersfield; George C. Bush, South Pasadena; Richardson D. White, Glendale.

California's Public Schools

DONALD SIMPSON, *Bakersfield*

Donald Simpson was born September 5, 1913, in San Francisco; he graduated from Emerson elementary school in Bakersfield in June, 1926, and entered the Kern County union high school in September of the same year.

In high school he took a course preparatory to engineering. Although he stayed out of school during the school year 1931-1932, he plans to enter the University of California Engineering School in August, 1932.—Editor.



GREAT enterprises often have humble beginnings. So it is with California's present efficient public schools. In March, 1848, the construction of California's first public school building was begun. This one-room building was in San Francisco, on the southwest corner of the Plaza, at the intersection of Clay street and Brenham place.

The town council had met on October 11, 1847, to contract for the erection of this small edifice. On February 23, 1848, the few residents eligible to vote, erected a board of school trustees, and appointed Thomas Douglass as teacher, at a salary of \$1000 a year.

As this was a public school, under public auspices and free to indigent pupils, the town council stipulated \$400 as the amount they would provide in the event of a deficiency in the teacher's salary.

Not until April 3, 1848, however, did the school open, although there were 60 children of school age in San Francisco, only six attended on the opening day. By May the attendance had reached a total of 37 pupils.

This school did not last long, for on or about May 29, Schoolmaster Douglass closed its doors when the attendance dwindled to eight pupils, packed up his few belongings and joined the rush to the "gold fields."

Prior to the opening of this first public school, in April, 1847, Mr. Marston, a Mormon, had opened a strictly private school. He also closed his doors to join the stampede to the "gold fields."

Next came John C. Pelton and his wife from Boston, arriving in San Francisco on October 11, 1849. They brought the essentials of a New England school, opened school in December, 1849, and started with three pupils. This school was supported by voluntary contributions, and was free to the indigent. Attendance soon grew to 150. In addition to Pelton and his wife, two assistants were to be employed. The Peltons'

salary was \$500 a year. At one time the attendance reached a total of 300 pupils.

This school was taken over by the San Francisco common council and was opened as a free public school on April 8, 1850, being financed entirely by the city.

ON the same date the ayuntamiento, or city council, passed the first public school ordinance of any kind in California. In consequence the school taught by John C. Pelton became the first free public school in the state.

The ordinance was crude, but it was the basis of other city ordinances and was as follows:

1. Be it ordained by the Common Council of San Francisco that from and after the passage of this act, it shall be the duty of John C. Pelton, who has been employed by the council as a public teacher, to open a school in the Baptist chapel.

2. Said school shall be opened from half-past eight o'clock a. m. to twelve o'clock m. and from two o'clock p. m. to five o'clock p. m., and shall continue open from Monday until Friday at five o'clock p. m.

3. The number of scholars shall not exceed the number of one hundred; and no scholar shall be admitted under the age of four or over the age of sixteen.

4. All persons desirous of having their children instructed in said school shall first obtain an order from the chairman of the committee on education, and all children obtaining said order shall be instructed in said school free of charge.

5. It shall be the duty of said Pelton to report to the council on the first of each and every month the number of scholars and the progress of said school.

H. C. Murray
F. Tilford

State School System Established

The foundation of the California public school system was laid in the constitutional convention held in September, 1849, in Monterey.

Congress had given 500,000 acres of land to each state to be used for internal improvements. The select committee on the state constitution reported that it was in favor of appropriating this land for a perpetual school fund, with a proviso that the legislature might use the revenue thus derived for other purposes if the state so required.

A heated debate followed this recommendation, in which there were two main speakers on each side. When brought to a vote, the proviso was stricken out, the vote being 18 to 17 in favor of the ayes. So it was that the state secured an inviolable fund for school purposes.

Among other sections which were adopted was one requiring that a school remain open

three months of the year in order to receive a share of the state fund. An amendment requiring six instead of three months was proposed, but was rejected.

WHEN article IX of the constitution, on education came up for final vote, another lengthy debate was held in connection with the action of the committee in striking out the proviso which has been mentioned. The general opinion was that this land might be of immense value; that it might bear valuable minerals; that the fund thus derived would be the largest in the world. Proponents of this opinion based their arguments on these facts, stating that the fund would be more than sufficient to educate the children, and that it would prove a source of possible corruption and speculation.

Many amendments were proposed and rejected, but the proviso was finally stricken out by a vote of 26 to 10.

Article IX, as adopted, contained four sections.

Section 1 provided for the election of a superintendent of public instruction, by the people, who was to hold office for three years, whose duties were to be prescribed by law, and was to receive such compensation as the legislature should direct. This was amended in 1862 at the special judicial election so as to provide for the superintendent holding office for four years.

Section 2 provided for the allocation of the proceeds of the land grant to the state from Congress, to education.

Section 3 provided for all schools which remained open three months of the year to receive support from the state.

Section 4 provided for a state university to be supported by the state.

In 1852 the legislature passed a law levying a tax of 5 cents on every \$100 worth of taxable property and opened the land grant from Congress for sale. That year, 1852, the state sold 150,000 acres of land for the sum of \$300,000.

Thus the foundation of California's school fund and school system was laid.

State Normal School

On July 21, 1862, the State Normal School was opened in one of the vacant rooms of the San Francisco high school, with 34 students. This was the first of what was later to be the state teachers colleges. Teachers had to pass certain examinations before they were allowed to teach in the schools.

State University

FOLLOWING the normal school came the state university, the University of California, now situated at Berkeley. It was opened on September 23, 1869, in Oakland, in the College

of California buildings, with an attendance of about 50 students.

Tuition was free. Both men and women were admitted. This was not the first California college, (other colleges having been in existence for several years) but it was the first publicly-operated college.

Public High Schools

The next step in free public education came with the high school. In this San Francisco took the lead. The school was not under the supervision of the state. Not until several years later did the state officials realize that the high school was a necessity. It was a stepping stone from the grammar school to the college. As State Superintendent of Public Instruction, Ira G. Hoitt, worded it, it was "the missing link in our school system."

Of course, as in the beginnings of all new additions to the schools, there were private high schools. But these did not take care of all of the children who wanted, yet were unable to have an education higher than just a primary one.

This high school was operated without state aid, by the city of San Francisco, and was opened on the 16th of August, 1856. As early as 1853, State Superintendent Marvin called the governor's attention to the lack of support for high schools.

Not until 1887 was the "Caminetti Act" passed by the legislature, providing \$3 for each pupil in average daily attendance in "grammar school courses," intended to "fit and prepare students to enter the scientific department of the University of California."

The legislature of 1855 authorized district school trustees to divide the common schools into primary, grammar, and high school departments, but provided no funds for the high schools.

In 1866 the legislature authorized "high school departments" but provided no means of support. The second state constitution, adopted in 1879, included high schools as part of the public school system, but definitely excluded them from participation in state school funds.

AGITATION by the state university for the purpose of better-qualified entrants to the lower division of collegiate work resulted in legislation enacted March 9, 1883, authorizing the electors of any school district to establish the "grammar school course."

The Caminetti Act gave so much strength to the "grammar school course" that by 1889 there were 41 schools having such courses with a total of 2194 pupils. These "grammar school courses" developed simultaneously with the high schools which were established in some of the larger cities and towns.

The Kindergarten

In the case of the kindergarten and its development, San Francisco again came to the fore to establish the first of its kind. Felix Adler, from New York City, came to San Francisco in 1878 and began the movement which ended in the establishment of the Silver Street Kindergarten School. This was a private school.

Not until 1893 did the legislature recognize its existence by fixing the minimum entrance age at four years. In 1913 the legislature provided for the establishment of kindergartens and made them a part of the public school system, but made no provision for state support. To this day the kindergarten has remained on this same basis, the money for its support coming from the school district.

The Junior College

The first movement for junior colleges in California was initiated in 1907, when the legislature authorized post-graduate high school courses. The studies were to be those prescribed in the first two years of a university course.

The legislature of 1917 substituted the junior college for the post-graduate course, and gave it approximately the same basis of support as the high school.

Then, in 1921, the legislature authorized the establishment of junior college districts, and provided for the support of the institutions. At the present time there are junior colleges maintained by high school districts, and there are junior colleges maintained in junior college districts.

Junior High Schools

One recent development of the public school system of California is the junior high school. It has, as one of its primary objectives, the bridging of the gap between the old type elementary school and the highly departmentalized high school.

It was first designated the "intermediate school." The first school of this sort in California was opened in Berkeley in 1909.

Junior high schools are authorized to give instructions in grades 7, 8 and 9 or in grades 7, 8, 9 and 10. State and county school funds are apportioned on the elementary school basis to grades 7 and 8 in junior high schools, while grades 9 and 10 are supported as high school grades.

The foregoing summary has shown the beginnings of the California public schools.

LET us start with the elementary schools and show their development. At first the Superintendent of Public Instruction was required to

report to the state legislature at least once each year.

During the past 52 years biennial reports have been submitted to each governor. Statistical data taken from these reports are presented in the following paragraphs.

In the second state school report, Superintendent Marvin reported that there were 17,821 children between the ages of 4 and 18; that there were 20 organized schools; and that 3314 pupils were in daily attendance.

He also reported that there were 12 mission and church schools, with 579 pupils in attendance. By 1858 there were 432 schools taught by 517 teachers. At this time there were 19,822 pupils attending the public schools.

Education grew by leaps and bounds until, at the close of the school year 1929-30, there were 694,992 pupils attending elementary schools. During that year 23,780 teachers were employed in the public schools of California.

Next we consider the state teachers colleges, which had their origin in the state normal schools. At present there are seven of these institutions in California. They are located in Arcata, Chico, Fresno, San Diego, San Francisco, San Jose, and Santa Barbara. These schools enrolled 12,079 students in the year 1929-30, and employed 541 persons on their faculties. The growth of these schools may be clearly shown by comparing the enrollment of that first school in 1862 with that of the 1930 enrollment. From 6 to 12,079 students in a period of 68 years.

We come now to the state university. It has grown until now there are five branches, besides several observatories and experimental stations in different parts of the state. It comprises the University of California at Berkeley, the University of California at Los Angeles, the College of Agriculture at Davis, and the dental, medical, law and pharmacy colleges at San Francisco. During the school year 1929-30 there was a total of 25,567 students attending the University of California with a faculty and administrative body of over 3000. Compare this with the enrollment of 50 pupils on September 23, 1869.

NEXT in chronological order comes the high school. It also has branched out until it envelopes the evening high school. The constitution was amended November 3, 1908, and the evening high school was added to the list of those institutions receiving state aid. For the school year ending on June 30, 1930, there were 365 schools enrolling 494,766 pupils and in which there were employed 14,578 teachers. Take these facts and place them alongside those which were of the first high schools. In 1890 there was an enrollment of 3558 pupils in "grammar school courses," and 3548 pupils in high school courses.

From that first kindergarten on Silver Street, many other kindergartens have sprung up all over the state, until 1077 of the 4100 elementary schools in California maintained kindergartens in the spring of 1930. These schools enrolled 82,786 pupils at that time.

The junior colleges have advanced to such an extent that at the close of the 1929-30 school

year, 20 high schools maintained junior college courses, enrolling 3643 students. There were 16 junior college district schools enrolling 16,918 students, having a faculty of 518.

In 1930 there were 51 high school districts maintaining junior high schools, and 153 junior high schools enrolling 113,963 students. There were 5014 employees engaged in instructing these students.

State Special Schools

There are four state special schools in California, each fulfilling a definite specialized function.

First there is the California Polytechnic School at San Luis Obispo, which offers technical and agricultural courses of a vocational nature.

There is the California School for the Blind, and the California School for the Deaf, both of which are located in Berkeley, and which provide an education of a suitable type to those who would not profit from ordinary schooling.

The last is the California Nautical School which has offices in San Francisco, and a schoolship base at Tiburon. It is provided for the purpose of training officers for the merchant marine. The Federal government aids the state in supporting this school.

THUS is shown the tremendous development of public education in California. During the school year 1929-30, there were over 1,000,000 pupils attending 5700 schools, directed by more than 45,000 instructors. The cost of education for that year was approximately \$150,000,000, of which \$124,000,000 was for current expenditures, and \$26,000,000 for capital outlay.

Such a development! From that little, one-room school opened 82 years ago, has sprung one of the finest, one of the most complete and one of the most highly developed educational systems in the world.

Men fought for it. Men have struggled for over 82 years so that the youth and the adult of today might obtain an education. If John Swett and the many others who devoted their lives toward laying the foundations of this wonderful system of education could see the system as it is today, they would feel that their work was not in vain.

A mighty structure! A colossal piece of work, taking two and one-half generations to construct. But the work has not stopped. Still men struggle, that the youth of today and tomorrow shall not grow up illiterate.

It is upon the state school system that our intellectual liberties are based. Support it! It is upon you, that your children, your grandchildren, your great-grandchildren depend. Fight for it if the need arises. Stand by it at all times. It is the foundation of your country's greatness.

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Notable Educational Books by a Californian

DR. C. C. CRAWFORD, professor of education, University of Southern California, is author and publisher of three notable books of interest to teachers and students.—1. Technique of research in education; 2. Study of the major subjects; 3. Learning a new language. The last named has as co-author Edna Mable Litzell, chairman of the Spanish department, Horace Mann junior high school, Los Angeles.

Professor Crawford has written "**Modern Methods in Teaching Geography**" with Lois P. McDonald, an elementary teacher in the Los Angeles city schools. He has written "**Statistics for Teachers**" with Ernest W. Teiga, dean of University College, University of Southern California. His recent volume "**The Technique of Study**" is published by Houghton Mifflin Company.

* * *

For Thinking America

A BRIEF list of outstanding books upon current economic problems is issued by the American Library Association. Among particularly noteworthy volumes are:

America's Way Out, by Norman M. Thomas, Macmillan, \$2.50. A "program for democracy."



Fields of Work for Women, by Miriam S. Leuck, Appleton, \$2.50. Professional and occupational opportunities for high school girls and college women.

The Menace of Overproduction, its cause, extent and cure, edited by Scoville Hamlin, Wiley, \$2.75. Overproduction with its resultant unemployment is an evil, but 17 industrials and economists differ about the remedies proposed.

Middletown, a study in contemporary American culture, by Robert S. and Helen M. Lynd, Harcourt, \$5.00. Civilization in America as revealed by the dissection of a typical small city.

New Russia's Primer, by Il'ia I. Marshak, Houghton, \$1.75. A complex plan made simple and dramatic.

Living Like Japanese People

A Class Project

KATHARINE G. BEAM, *Teacher,*
Elementary Grades, Lincoln School,
La Crescenta

Objectives

1. To help the children to understand the people of Japan and realize their humanness, creating a better attitude toward people of other lands.
2. To create a desire to read, discuss and write about Japan, thus increasing their interest and ability, in Reading and Language.
3. To experience pleasure in building a Japanese home and using it as Japanese people do.

Situations Which Brought About the Activity

ON certain days in our room we have a "Library Reading Period" in which each child reads aloud to the class interesting things in the library book he is reading at the time. One of the boys was reading at home "The Wonderful Electric Elephant" by Montgomery.



Here are two charming young ladies of Nippon

The teacher asked him to read aloud to the class the part concerning Japan which tells of the different things which Japanese people do "upside down." The children were very much interested and some of them were able to add a few "upside down" facts they had heard or read.

This brought about much discussion about Japan. Some of the things which were told were disputed. In order to be sure which things were true and which were untrue, they decided they should have some way to find out.

Within the next few days the teacher put these books on the reading-table in the room:

Japanese Twins—Perkins
With Taro and Hana in Japan—Sugimoto
Little Black Eyes—Kent
Little Folks of Many Lands—Chance
Japan—Holmes
Japanese Fairy Tales—Williston

Selections from "A Daughter of the Sumurai" were read to the children.

Pictures of Japan were brought by the teacher; obtained from the visual education department.

Within a few days the Japanese wave was upon us. The children brought copies of the Geographic with pictures and articles about Japan. They also brought vases, dolls, cups, small Buddhas which we put on our Japanese table.

Activities

One boy found directions for building a tiny Japanese house in Popular Mechanics magazine and some of the boys wanted to build one. A little girl from a Pasadena school said that once they built a house in their room that was big enough to get in. We then decided it would be more fun to build a large house so all could help and all could use it.

1. Planning and building the house consisting of one room 6 feet by 3 feet. Reading for information. Making and decorating the walls.
2. Furnishing the house. Making mats, cushions, small tray tables, planning and arranging the tokonoma. Making tea dishes which were later fired and glazed in various colors.
3. Making Japanese clothing. Reading for information about colors, styles and materials. Making geta or wooden clogs.
4. Making a cherry tree from a small dead tree by tying on tissue paper flowers.
5. Learning to do brush writing. Learning the meaning of a few Japanese characters.
6. Learning the meaning of quite a long list of Japanese words and each child making up a Japanese name for himself.
7. Singing real Japanese songs in English and in Japanese.
8. Painting Japanese pictures.
9. Studying the Geography of Japan in relation to us.
10. Planning and giving a tea for their mothers at which they used cups of their own making, observed the customs of the people of Japan, and some wore Japanese costumes.

Building the House

The house was planned by the children before the actual construction began so that each child would have a real part in it. They talked about it and decided what part they wanted to work on. Then committees were formed for each part of the work.

The plan chosen for the house was 6 feet by 3 feet and 5 feet high. The older boys built the frame of 2 by 3 lumber.

The roof was made of wrapping paper corrugated and painted black to represent black tile. The corners of the roof were made to turn up in accordance with the old Japanese superstition.

Lack of room made it impossible to build a

large house, with grooves in the floor and ceiling for the sliding screens to separate it into the various rooms, so they made one room with sliding walls on the side and front.

Making the Tea Cups

A model of the cups was made upside down on cardboard. A collar or cottle two inches high was made of linoleum and put around the core. Plaster of paris poured into this formed the mould for the finished cups. (Clay core removed from the mold when dry).

Buff clay, soaked in water for a week, was poured into the mold, allowed to stand ten minutes, then poured out, leaving a shell in the mold.

After this dried it was lifted out, the completed cup except for the baking and glazing. We had ours baked and glazed at Dudley Studios in Los Angeles.

The Tea Party

The children made the invitations to their mothers in the shape of fans decorated with Japanese designs and Japanese lettering.

The mothers were entertained by stories of Japan told by different children. The children chose their own subjects. Some of the subjects were: The Rice Industry; Uses of Bamboo; Japanese Houses; Cherry Blossom Festival; and Things the Japanese Do Differently.

Four little girls in Japanese costume acted as hostesses and the rest of the room sang Japanese songs while tea was being served.

Outcomes

Knowledge of

1. Social Studies

- Location and climate conditions of Japan.
- Industries of the Japanese and the reason for these industries.
- Homes, food, customs, dress, religion, habits and characteristics of the Japanese.

2. Spelling

Twenty new words a week were taught in connection with written work.

3. Language

Purposeful oral and written composition in discussing and recording their work.

4. Arithmetic

- Drawing plans for the house.
- Accurate measurement of framework and screens.
- Making mats of a size to cover the floor space.

5. Music

- Learning Japanese songs.
- Listening to Japanese records.
- Recognizing the peculiar rhythm of real Japanese music.
- Japanese drills and dances to Japanese music.

6. Reading.

- How to read for information.
- How to use table of contents.

c. How to answer questions or solve problems from books.

7. Art.

- Subjects often used in Japanese art as Fuji Yama, Torii, symbolic flowers.
- Japanese prints.

Skills in

- Expressing in good written or oral English.
- Ability to use books in solving problems.
- Ability to listen and evaluate contributions of others.
- Increased ability in planning and executing.
- Orderliness and habits of putting things in proper places after each work period.

Appreciations

- Beauties of Japan.
- Folklore of Japan.
- Appreciation of the difference between our customs and those of Japan.
- Understanding and appreciation of the lives of Japanese people, thus creating a more friendly attitude toward people of other lands.
- Enjoyment in planning and working out something worthwhile.
- Appreciation of the abilities of others in the group.

Bibliography

Teacher

- A Daughter of the Samurai—Sugimoto.
- Lotus and Chrysanthemum—French.
- Japanese Fairy Tales—Ozaki.
- Japan, Korea and Formosa—Tietjens.
- Japan—Holmes.
- Japanese Folk Songs—Yamada.

Children

- Children of Japan—Kelman.
- Wee Ones of Japan—Bromhall.
- Child Life in Japan—Ayrton.
- Treasure Flower—Gaines.
- Ume San in Japan—McDonald.
- Chopsticks and Clogs—Madden.
- Little Black Eyes—Kent.

* * *

The Ventura Board of Education is to be congratulated upon securing the services of **Mabel**

H. Johnson as supervisor of their elementary grades.

Miss Johnson enters the California school system with a rich background, having studied in the Kansas State Teachers College, Colorado University and Columbia University. She spent part of last year at the Broadoaks Pre-School Training School in Pasadena.



Mabel H. Johnson

For the past ten years Miss Johnson has been a member of the faculty of the Kansas State Teachers College, the largest teacher-training institution of the Middle West. During the summer vacations. Miss Johnson was sent by this school into the various sections of that state for lecture work and to demonstrate the newest methods of teaching.

Orientation Week in a High School and Junior College

J. T. McRUER, *Principal,*
Reedley Joint Union High School and Junior College

EVERY principal feels that there is something wrong or lacking in the attitude toward high school work by a certain too large percentage of his pupils. The failures at the university and state colleges at the end of the first semester of freshman year are evidences that something has "gone askew" with too many of our so-called "college recommended" graduates.

We felt that our school at Reedley was no worse in this respect than many of the best schools of California. We knew that our junior college department was superior to all other junior colleges of this state, except four, in the rating by the University; (Reedley was fifth in this rating). But we are not satisfied with conditions.

Reedley has no so-called vocational or pupil guidance counselor, no complicated program of testing, no extensive personnel department, and so must get results through other channels. Our chief resource is an exceptionally strong faculty, each member of which is "sold" on the idea of "personal contact" with the greatest number of pupils.

In hope of more definitely off-setting this lack of counselling, if lack it be, I spent part of a vacation in working up a plan, which we called "Orientation Week." It proved of value to us, perhaps it will prove so to some others also.

This program covered the following points of importance in the high school and junior college:

I. The value of the subject

- a. Immediate value.
- b. Value for further study or school work.
- c. Value for life after school.

II. How to study

- a. General instructions.
- b. How to study a particular subject.
- c. How the teacher of a particular subject wants the pupil to study this particular subject.
- d. Short assignments to demonstrate the points made in II, a, b, and c.

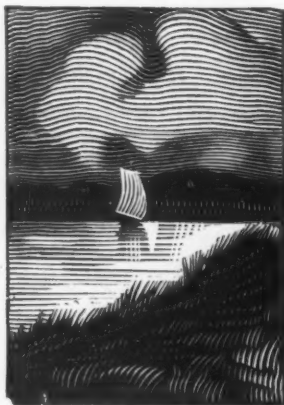
III. The Library—How to use it—Its value

- a. Library atmosphere, that is, conduct and attitude of pupils.
- b. How to use the card catalog.
- c. Use of newspapers and periodicals in the library.
- d. Reference work on vocations.

IV. Discussions with junior and senior classes

- led by principal and dean of girls, concerning:
 - a. University admissions.
 - b. Possible vocations and basic scholastic requirements for same.

- c. Individual conferences with juniors, seniors, and junior college students on subjects brought up by IV, a and b.



The pupil's little ship must have a good compass and the skipper must know how to use it.

Procedure

The general plan of procedure for the scheme was as follows: Each teacher received a copy of the above outline during the summer, with the suggestion that he familiarize himself with it; be prepared to discuss it at the opening teachers meeting; and plan to use approximately the first two weeks of school in "putting the work across" to the classes. This gave the teachers an opportunity to organize the

work so as to avoid duplication as much as possible.

In discussing the procedure under No. I let us consider a few of the particular subjects, enough to show its value in all departments.

Woodwork

a. Immediate values

1. Construct something for the home, for a younger brother or sister, or something for a Christmas present, such as a foot-stool, cedar chest, medicine cabinet, dresser, or chair.
2. Repair furniture at home.
3. Construct something for the school, such as a library table, filing cabinet, or a table for your student body officers.
4. Woodwork should serve as a finding or exploratory subject for the pupil.

b. Value for future study or work

1. It is the basis for the following trades: Carpentry, mill work, cabinet maker, show-case builder, furniture, or novelty manufacturer.
2. It gives intimate knowledge of the media

(wood tools and woods) for the architect, bridge builder, concrete form builder, and furniture designer.

3. It aids the pupil in visualizing the finished product when shown any blueprint.

4. It is accepted in some colleges at full unit value the same as the more solid subjects.

c. For life after school

1. It should give a knowledge of what is good lumber and construction in furniture and buildings, thus making intelligent buying of these things possible.

2. It should open up a vocation, or at least an avocation.

3. It develops a "handy man" around the house.

d. How to study the particular subject (Woodwork)

1. Thinking must precede doing—the hand cannot be developed without a corresponding development of the head.

2. Make use of all available books, magazines, papers, plans and articles.

3. Keep your eyes open all the time for good suggestions, plans and short cuts.

4. Make definite and intelligent use of the mimeographed bulletins given once a week on such items as "figuring lumber bills," "types of finish," "particular types of woods," and "use of machines."

5. Listen carefully and make certain you understand all demonstrations.

Shorthand and Typing

The immediate values of shorthand were set forth as follows:

1. Quickens mental and motor activities.
2. Teaches correlation of brain and hand, mental and muscular.
3. Improves loughand penmanship by proper position, muscular motion, develops slanting, sweeping strokes.
4. Teaches neatness.
5. Teaches concentration through dictation and transcription.
6. Has great value in other school work.
7. Enlarges vocabulary.

Spanish

The immediate values of Spanish were set forth as follows:

1. Enriches English vocabulary.
2. Gives an understanding of foreigners and sympathy for them in overcoming difficulties while learning English.
3. Trains the memory.
4. Even a little Spanish has a commercial value on the Pacific Coast.
5. Opens up very romantic and interesting adventures of the past.

The value of Spanish for further study or work was shown to be:

1. A foreign language is required of all who will go to the university.
2. Spanish has a high commercial value in our community and state.

Its value after school was pointed out to be:

1. Useful in traveling—more countries or peoples speak Spanish than English.

2. Useful in trade and commerce.

3. Very desirable positions as secretaries or interpreters often call for Spanish training.

4. A rich and interesting field of literature is opened up which would otherwise be closed.

Algebra

Immediate values are training in:

1. Accuracy.
2. Careful observation and analytical thinking of written instructions (problems).
3. Is the basis of all general mathematics and is practical as such.

Its value for future study or work is very easily shown, as it is:

1. Basic for all further mathematics courses—such as engineering, architecture, aviation and navigation.
2. It is basic for such professions as engineer, architect, aviator, navigator.
3. It is required by most colleges for entrance.

The method of procedure might be carried on to include each of the subjects offered, but this above will suffice to convince the teacher that the pupil does not know all about the particular subject that the teacher does and perhaps that it is best to "sell the subject" rather than to have the pupil select some subject which will later prove of little use to him simply because the teacher has "sold himself" or has been "sold" to this pupil.

General instructions as to how to study were given all classes. It is not necessary, however, to enumerate such here as the little book *How to Study*, by Sandwick (published by D. C. Heath Company) presents these in an excellent manner.

"The Library and how to use it" was presented from the book *How to Use the Library*, by Rowse (published by Gaylord Bros., Inc., of Stockton).

Results

WE know that the scheme was very beneficial to both teacher and pupil and will develop it still further for next year. From the teachers point-of-view it brought about a better analyses of the teachers subjects than is usually obtained, brought to the foreground at the opening of the school year for both teacher and pupil a more definite idea of the objectives of the subject.

To the teachers especially it gave a clearer conception of the background the pupil was bringing to the particular subject. It caused the teachers who were not using the library to make use of it in the work of the subject offered.

To the pupil, as stated above, it sold the subject. It also got over to the pupil better than

anything else we had tried, the idea that any subject, algebra as well as woodwork, freehand drawing as well as chemistry, has its great values and that to profit by the course the pupil must study, and that a certain definite plan of study was the only profitable way of using study time.

We have checked on four distinct ideas in considering the results of the plan.

First. The number of **changes of pupils programs** called for by either pupil or teacher. This number has been decreased by 50% over the previous year. This shows that the pupils are satisfied with their courses and do not wish to "flit about" in various subjects hunting the "pipe courses."

Second. **The grades of the first quarter.** Last year out of a possible 2215 grades, 256 or 11.4% were incomplete or failures. Exactly the same number of a's or the highest grade were found. This year, with a possible 2455 grades after the work with the above program in September we found that the incompletes had dropped to 191, or from 11.4% to 8.3%, while the a's remained practically the same or 11.5%. The general attitude of the student body in regard to poor work has very definitely changed so that membership in the scholarship society is much more of an honor than membership in the "flunkers' battalion."

Third. **The use of the library.** In rather a close check on service rendered we find that our use of the library this year over last is a little more than 15 to 1.

Fourth. The fourth check was suggested by Dr. Frank W. Hart's questionnaire to seniors. Invariably the Reedley senior answered that he had more of the A type teachers than the Z type, many in fact, answering that all of his teachers this year were like the A type.

We feel that the program as carried out at the beginning of this year has been of great benefit to all. And that the waste of time and energy for both pupil and school has been greatly reduced as a result of it. We shall develop it more fully next year.

The following is a bibliography which was used with value:

Methods of teaching in high school, Parker.
Studying the major subjects, C. C. Crawford.
Every college student's problems, Warner.
How to study and What to study, Sandwick.
Occupational Orientation, Bennett and Older,
Society for Occupational Research.

Occupational Briefs Series No. 1, presented by Los Angeles Board of Education, Oakland Board of Education, and California State Department of Education.

Annual C.T.A. Meeting

Preliminary Notice

ANUAL meeting of California Teachers Association will be held in San Francisco, **April 9, 1932, 9:30 a. m.** The meeting-place will be the **Palace Hotel**. The Board of Directors will meet at the state headquarters April 8, 10 a. m.

* * *

Yellow Days

LOIS H. SMITH, *Kern County Union High School, Bakersfield*

ON yellow days, yellow days,
Marching in the sun,
Marigolds in gallant rows
Shout to everyone.

Swaying by the garden wall,
Golden in the breeze,
Acacias proffer powder-puffs
To butterflies and bees.

And daffodils! Frail porcelain
To hold Titania's bath,
Nod beneath the jasmine vine
To all who walk my path.

Saffron poppies, golden-glow,
Jonquils, oxalis,
Smile all day long on buttercups,
Enmeshed in amber bliss.

So radiant, these, inside my wall,
That, with my gate for goal,
A cadmium wave of mustard bloom
Comes tumbling up each knoll.

On yellow days, yellow days,
My thoughts with lyrics soar
And warble with the topaz birds
That flit about my door.

* * *

A New School Law Journal

EDUCATIONAL Law and Administration is a quarterly journal edited and published by M. M. Chambers, Ph. D., 404 East Tenth Street, Kansas City. The price is \$1.00 per year. It is a clearing-house of current information on legal aspects of educational administration. It reports statutes, judicial decisions, and administrative rulings affecting education. It directs attention to public education as a major function of the state.

Where Does Your Tax-Dollar Go?

J. H. BRADLEY, *Superintendent of Schools, Modesto*

FACTS given below were ascertained and arranged to answer this question for the citizens—taxpayers—of Modesto and immediate region.

It is generally believed that schools are taking the larger portion of the tax dollar. The facts given show this is not true in the case of the Modesto school district and neither is it true for the schools of the state as a whole.

School administrators and others in each community might well study and arrange the facts for their community and get the same before the public.

Since the schools are **not** taking the major portion of the tax dollar—other taxing units taking more—the taxpayer needs to study carefully the entire field before proposing methods of tax-reduction.

The owner of lots 5 and 6 of block 122, city of Modesto, paid the following taxes this year:

For the city of Modesto.....	\$ 64.26
For the Modesto irrigation district.....	51.92
For Stanislaus county.....	98.50
Total.....	\$214.68

Per cent taken by each:

City of Modesto.....	29.9%
Modesto irrigation district.....	24.2%
Stanislaus county.....	45.9%

Stanislaus county distributes the \$98.50 as follows:

Modesto city school district.....	\$45.33 or 21.2%
County school funds.....	17.57 or 8.1%

Total for school purposes.....\$63.10 or 29.3%

This total **includes** school bond interest and redemption.

Where the Dollar Goes

Of the above \$214.68 taxes paid by a citizen the City of Modesto gets approximately....29.9% the Schools (city and county) get.....29.3% the Modesto irrigation district gets.....24.2% the county of Stanislaus, otherwise, gets....16.6%

These percentages will vary slightly based on location and relative assessments.

Facts on Taxation¹

The total taxes raised in California in 1931 were approximately \$600,000,000. This amount was proportioned approximately as follows:

State and Federal governments... $\frac{1}{4}$ or \$150,000,000

Municipalities	$\frac{1}{4}$ or \$120,000,000
Interest and bond redemption.....	$\frac{1}{4}$ or \$100,000,000
Schools	$\frac{1}{4}$ or \$102,000,000
Other purposes.....	$\frac{1}{4}$ or \$128,000,000

Outside of interest and bond redemption, the schools of California take the smallest proportion of the taxpayers' money.

If the taxpayer wants material relief from the burden of taxation, he must think of other taxing groups as well as schools.

Taxation on real property is unquestionably excessive. Real property represents **38%** of the total California wealth and pays approximately **80%** of the total burden.

The next legislature should provide both (1) for bringing more wealth under the burden of taxation, and (2) for a reduction of the burden on real property.

This method could provide a reduction of **25%**, or more, of the burden on real estate.

Comparative Tax Burden¹

Maximum county true rate in California—\$1.76 per \$100 true valuation.

Minimum county true rate in California—\$0.45 per \$100 true valuation.

Median county true rate in California—\$0.84 per \$100 true valuation.

Stanislaus county true rate—\$0.642 per \$100 true valuation.

Stanislaus county's burden is below the median for California. Modesto has the highest per capita sales of merchandise in California, according to the 1930 Federal Census.

Tax Reductions Effectuated

Average rate for Modesto schools, 10 years—\$1.56 per \$100 assessed valuation.

1926-27 rate for Modesto schools—\$2.15 per \$100 assessed valuation.

Present rate for Modesto schools—\$1.20 per \$100 assessed valuation.

Some further reductions can be made.

* * *

Henry G. Lehrbach, for the past five years head of the business department of the Pasadena city schools, recently resigned to devote his entire time to private manufacturing business. During his Pasadena service, he supervised the construction of nearly \$6,000,000 worth of buildings.

1. Statistics taken from the California Taxpayers' Association Studies.

On the Highway

I. D. PERRY, *Los Angeles High School*

LIGHT clouds in a tender haze
 Rose and purple and gray,
 Darkness slowly submerging all;
 This is the end of day.
 The full moon out of the east
 Solemn and large and bright,
 Dreamy moon-flood from the thin cloud-play;
 This is the coming of night.

* * *

An Aviation Project

MRS. MAMIE E. WILSON, *Teacher Mixed Grades,
 Miramonte Elementary School, Los Angeles*

MY pupils took a keen interest in the "Goodyear Blimp" and the "Los Angeles," as these aircraft had sailed majestically over our school some time before. I had no trouble in launching the children upon activities centered around aviation.

We began by gathering books on aviation, bringing them from home and from the school library. We also wrote letters to various airports and to the Postmaster General of the United States to get all the information we could. Several of the children had visited airports nearby Los Angeles and knew much about them.

Having studied transportation the previous semester, we decided to make a poster across the entire front of the blackboard, to depict transportation in many forms, but emphasizing aviation. This poster was made in the art class.

The art teacher assisted us with this to such a degree that it inspired us to proceed to other activities. This work was done on paper with kalsomine, crayolas, and water-colors. The poster was a landscape, consisting of a harbor, containing sailboats, yachts, fishing boats and steamers.

On the streets leading to the harbor were automobiles, trucks, trains, cars and even a wheel-barrow and a baby carriage. Appropriate buildings as usually seen around harbors were also shown.

In the sky were different types of planes and dirigibles.

The sixth grade pupils of my room did this work of making the poster. The fourth grade pupils wanted a flying circus, which consisted of a panorama of different types of aircraft from early times, starting with Daedalus with the

wax wings, then the heavier-than-air type balloon, and on down to the latest type of plane of 1931.

The fifth grade chose as their part the building of the airport. A large sand-table was loaned to us to form the grounds of the airport lot. The boys made the airport, hangars, landing-balcony and pylons. The girls dressed the pilots, and placed the flower beds, trees and shrubs. These latter we bought.

A Real Aerial Beacon

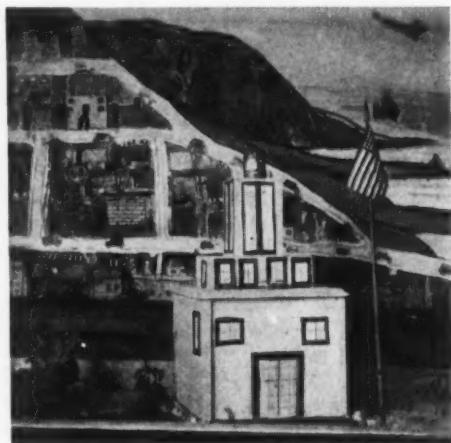
The boys succeeded in illuminating the tower of the airport by means of a small but real light and a battery. Of this they were very proud.

A small model airplane was bought, put together and fastened over the grounds as if about to alight.

For a combined effort a book was made, in which we placed our compositions about aviation and aviators.

The subjects which I stressed in this activity were reading, language, writing, arithmetic, art, spelling, history, and geography.

We also made an outline map of the United States from a still-film outline. This was pro-



The Miramonte Airport, as created by the children on the sand table, with panorama background

jected on cloth with the help of the picture-machine. We then placed upon this map the air-mail routes and the large cities through which they pass. The next semester this same map was converted into a product and railroad map.

A Graduation Program for a Junior High School

JOHN W. WILSON, *Principal,*
Edison Junior High School, Long Beach

WE had become dissatisfied with our graduation program. It was planned and executed by teachers. The pupils were only passive recipients of honors to be bestowed.

It gave no evidence of the life within the school. Educational philosophy, psychology, methods, objectives, practices have been revolutionized in the past twenty years. Parents and public, hearing of these new things, strange to their youth, have become suspicious, prone to denounce as fads and frills what they do not understand. The graduation program ignored the situation though undoubtedly it had a superb chance, at the one time of the year when parents by thousands were within the gates, to show them the workings of the school, to convince them that there is rime and reason in it all.

It offered no concrete evidence that the graduating pupil had done anything, achieved anything in himself, or attained any growth that would justify the diploma being granted.

Finally it stressed graduation as a finishing time. Seemingly education was not a continuous process from cradle to grave but a segmental affair boxed off in separate compartments to be finished once and for all with the attainment of a college diploma.

Our problem was to set up a program for graduation which would eliminate the objections mentioned. As a preliminary move, all 9A sponsors and teachers of 9A classes were called into conference to discuss the possibilities of such a program. Certain decisions were reached:

1. A new type of graduation was desirable.
2. The program should represent actual classroom procedure.
3. Objectives should be set up by pupil and teacher for the semester.
4. These should be broken up into units of work.
5. Pupils and teachers should select and perform activities which would embody these objectives.
6. While these activities should be actual classroom work they should also be suitable for a graduation program and should be so used.
7. To try and use all classes would make too long a program therefore, only three or four classes should be tried at a time. (We decided to try four.)
8. Some departments will naturally correlate with the other departments in all work. These are art, music, physical education, English, and shops. Whenever a class may need to use design

or color the art department is concerned; the part of music is easily seen; physical education is concerned with posture, marching and drills; English with all written or spoken expression; the shops play their part in stage props and building projects, consequently, whatever departments are chosen for the graduation program, these will work very closely with them.

9. There would need to be close correlation between all 9A teachers, therefore, a definite organization set up for common planning and thinking.

10. It was decided definitely the first program, February 1931, should be taken up by the wood shop, auto shop, typing, and cooking departments; that the June program would go to the mathematics, business mathematics, printing and sewing departments; February 1932—art, physical education and social studies departments; June 1932—English, music and Spanish departments.

THE auto, wood, cooking and typing departments were called into conference at once and the following semester's projects were set up by each:

a. Wood Shop

1. To teach proper use and care of tools, especially those used by average home makers.
2. To develop ability to recognize woods and lumber commonly used in Southern California.
3. To develop a knowledge of where each should be used for best results, i. e., service—beauty.
4. To develop the ability to lay out and construct simple projects.
5. To develop the ability to judge good workmanship.
6. To develop a knowledge of and appreciation for the lumber industry and the proper conservation of timber.
7. To develop a knowledge of the advantages and disadvantages offered by the lumber industry in all its aspects. For vocation, leisure, or avocation.
8. To develop an appreciation of and respect for all who toil in this field.

b. Foods

To develop the following abilities:

1. To plan meals.
2. To plan food budgets.
3. To do marketing.
4. To properly use and care for utensils used in preparing meals.
5. To use proper methods in cookery processes.
6. To plan work.
7. To serve meals.
8. To handle the clearing up processes.

c. Auto Shop

To teach:

1. Proper use and care of auto tools.
2. How to operate and care for an auto.
3. Proper safeguards against the hazards of handling and driving autos.
4. How to do minor repairs.
5. The advantages and disadvantages of the auto industry as a trade.
6. Some idea of job ethics.
7. Respect for and appreciation of the workers in this field.

d. Typing

1. **Exploratory**—To provide an early discovery of aptitudes, abilities, and interests in the operation of this business machine.

2. **Foundational**—To provide foundational knowledge and skill in the operation of the machine for more advanced secretarial training.

3. **Personal Writing**—To provide a legible writing tool for immediate and future personal use.

The teachers then went back to their classes and so motivated these objectives that the pupils were willing to accept them as their own. The fact that the pupils were preparing work to be observed by their parents gave it additional motivation. Each class then decided upon activities which would embody these objectives and at the same time show attainment of increased skill and power.

The auto department decided upon the following activities: naming and explaining the use and care of tools; setting up of an automobile engine, naming and explaining the use and care of the parts; and giving on the platform a demonstration of the proper starting and stopping of the engine.

The wood department decided to name and explain the use and care of tools used in the department; to make some different kinds of projects which would illustrate the proper use and finish of various kinds of woods.

The foods department explained a properly balanced meal; gave a demonstration of setting a table, serving it, and clearing it up afterwards.

The typing department named the various kinds of paper used for various purposes; named the important parts of a typing machine; and gave a demonstration of the speed and accuracy of a group of pupils who had taken typing for one semester as compared to those who had taken it two semesters.

Real Units of Vital Activity

These activities in each class became units around which committees of pupils were formed. The children understood and agreed that the committee which did the best work would be the one to make the final presentation for graduation.

The art, physical education, music, English and shop teachers were then called in with these departments so they might learn what

had been done and help plan how they could best help further the program.

It was decided:

1. The art department would make its contribution by weaving its own objectives around the material being used by the other classes in so far as possible. In addition, all charts, decorations (whether for stage or articles used in class), illustrations, notebook covers or anything else where color, line or form was used were its concern. It could exercise its function two ways: Where possible, pupils would bring their material, such as notebooks or charts to the art room during regular art classes, for help; where this could not be done, the art teacher would visit the class room and give help and suggestions there.

2. The physical education department was to play its part by assisting in graduation marches and drills. The teachers would also visit rooms and help to check on the posture and carriage of pupils whom they might later have to help in their own classes. The pupils on the stage must show by posture and carriage that they have benefited by the health training given.

3. The music department could give its aid by helping with all music given, whether on the stage as a part of the general program or in the room as a part of the specific work. For instance, the food classes made a song in which they very artfully told the dietetic benefit to be gained from a foods course. The music department helped there.

4. Naturally the English department is concerned in the oral and written expression of every class. (Probably the statement ought also to be made conversely—that every class should be interested in English because the quality of its work is seriously affected by the ability of its members in their power of expression.) The English teachers continue with their own course of study until the people giving the program have set up their objectives and activities. Then the pupils can be made to see very clearly that the success of their program will depend in a very large measure upon their standards of oral expression. They will be very willing to enlist the aid of the English department. The English teachers, having been working with the program from the beginning, understand through the group meetings, and by direct conversation with the various teachers their objectives and activities, and therefore, know exactly what is desired. Up to this point they have followed their own course. Now, they permit the dominant desire of their pupils to express themselves well before their parents, to color events in their room. The various committees bring the facts which they have learned about their projects to the English teacher. He makes the preparation of these facts into speeches for their program, the basis of his written and oral English.

In other words, the various departments of the 9A have made a conscious effort to correlate and integrate their work.

When the program was finally given we allowed each department 20 minutes on the platform aside from the regular music, invo-

cation, and other numbers incidental to such a program. There were 109 pupils in the class. More than 70 took part on the platform besides the ones who sang in the Glee Club or played in the orchestral numbers.

In addition to the parents we invited the various supervisors, directors and the superintendent to visit our program. We passed out a statement of purposes (appended at the end of the article), asking each person to give us his criticism of the program. As a result of these replies and our own thinking we have come to these definite conclusions:

1. The program is too long. Not more than three classes should be handled in this kind of a program.
2. That this type of program goes a long way toward meeting the objections to the old type program.
3. It is a very helpful and educative practice for the teachers concerned. It helps them to understand their work and see its place in the school better than before.
4. It is a very helpful supervisory device for the principal in that it brings him into closer touch with his teachers and helps him and them to better understand each other's educative thinking.
5. It gives the parents an understanding of the work of the school. It shows that the special departments do not represent fads and frills and gives convincing proof with concrete evidence of the pupils' rights to a ninth grade diploma.
6. It affords an opportunity at the end of each semester for the superintendent, principal, teachers of various departments and parents to have a concrete check up on the output of the school.

* * *

Ginn & Company has brought out several delightful readers for children, large and small. "Billy Gene's Play Days" is a second book about Billy by Maude Dutton Lynch. "Summer Fun" by Andress & Dickson, is the first in a series of nine health readers for elementary and secondary schools. "The Inquisitive Winslows," by Roberts & Pennell, is an elementary science reader.

All of these books are very well illustrated and belong in modern schools.

I'm Glad I am a Teacher

GRACE B. STAPLES, *Ventura*

THROUGH co-operation with other teachers I can abolish war.

I hold, in my pupils, the key to the future.

My work offers almost unlimited opportunity for benefiting others.

It is within my power to build wisely for the future of the race.

Through my pupils I may influence for the good of the community.

I bring happiness to children who otherwise would have little or none.

I can give to my pupils educational guidance by preventing them from wasting time and effort.

I can give to my pupils vocational guidance, thus insuring them a minimum of failure and a maximum of success throughout life.

I can start my pupils on the way to assured happiness by guiding them in the right use of leisure.

I can discover latent talent and aptitude in my pupils and assist them to develop the same.

I have the opportunity of self-improvement through personal contact with those in the educational world who represent the best thought of the times.

It is my privilege to help build a better future by contributing the results of my experience to the mass of pedagogical knowledge.

* * *

A full tuition scholarship of \$500 is available in the field of health education at Massachusetts Institute of Technology (department of biology and public health) for 1932-33. This scholarship covers the full scholastic year, beginning in September and closing in June.

The scholarship will be awarded in June 1932 and applications should be received not later than May 15. All those who are interested in this scholarship are invited to write to the Child Health Education Service of the National Tuberculosis Association, 450 Seventh Avenue, New York City, for application blanks.

IN thousands of city, village, and district schools, the year has been shortened, salaries cut, sometimes teachers paid in script, everywhere the teacher load increased.

Additional reductions are threatened in many places for next school year.

No telling how far this movement will go unless teachers become more active in inspiring the people to keep the schools open and to do the right thing by the children.

J. W. CRABTREE, *Secretary, N. E. A., Washington, D. C.*

The Constitutionality of the Tenure Law

ALFRED E. LENTZ, C. T. A. Legal Advisor

THE constitutionality of those provisions of the 1931 Tenure Act which made compulsory the granting of tenure to teachers who had been employed in school districts having an average daily attendance of 850 or more for three complete consecutive school years, and who had been re-employed for the fourth school year by the governing boards of such districts, and which made optional the granting of tenure to teachers who had been so employed and re-employed in school districts having less than 850 a. d. a., has been attacked in several tenure cases recently brought against governing boards of school districts.

So far the constitutionality of those provisions, which are the essence of the tenure law, has been uniformly upheld.

The Appellate Court has recently decided the question in the case of **Morris v. Board of Education Pasadena City School District et al.** (68 Cal. App. Dec. 290). The appeal was brought by the defendants, after the plaintiff teacher had been ordered re-instated by the trial court on the ground that she had been illegally dismissed by the defendants.

The defendants attacked the 1931 Tenure Act on the ground that it was unconstitutional, because it discriminated between teachers employed in school districts having an average daily attendance of 850 or more and teachers employed in districts having an average daily attendance of less than 850.

In its opinion the court pointed out that the classification of districts on the basis of average daily attendance is in principle identical with the classification of school districts on the basis of the number of teachers employed, which classification had been used in the Tenure Laws of 1921, which had been upheld as constitutional by the Supreme Court in **Grigsby v. King** (202 Cal. 299, 260 Pac. 789).

Statute of Limitations

Another point raised by the defendant school district in **Morris v. Board of Education of the Pasadena City School District et al.** (supra) was based on the fact that the plaintiff, who was a permanent teacher in 1925, had been dismissed, during that year, by the defendant board without cause and had for over three years acquiesced in the dismissal. She had then instituted this action to compel the defendant board to reinstate her.

The defendants argued that the action was

barred by the statute of limitations. The defendants had raised the same objection in the trial court which found that the action was not barred by the statute of limitations.

The Appellate Court refused to reverse the findings of the trial court on the ground that since the defendants had appealed on the judgment roll only and since every intentment favors the validity of the judgment, it must be presumed that on the trial in the lower court sufficient evidence was presented to sustain its findings of fact.

The Regulation of Pupil Transportation

ON January 9, 1932, the State Board of Education adopted a series of regulations governing the transportation of public school pupils to and from school. That action climaxed the efforts of four agencies of the state to secure, so far as was humanly possible, safe transportation for public school pupils.

Although bus accidents involving children being transported to and from school have not been frequent, there have been tragedies which showed very definitely the need for the adoption of a state-wide plan which would help to prevent their recurrence.

The regulations are the result of the co-operative efforts of the Department of Education, the Department of Motor Vehicles, the Department of Industrial Relations and the State Railroad Commission. While the regulations are regulations of the State Board of Education they will be enforced by the California Highway Patrol throughout the state.

The Department of Education has issued a bulletin entitled "**The Regulation of Pupil Transportation**" which is now being distributed throughout the state to school district authorities and employees concerned with pupil transportation.

The bulletin contains the following material: The state plan for regulating pupil transportation; legal provisions relating to transportation; the regulations of the State Board of Education; digests of court decisions and attorney-general's opinions relating to transportation; a statement concerning the enforcement by the California Highway Patrol of the regulations of the State Board of Education (by E. Raymond Cato, chief

of the patrol); the forms used by the patrol; suggested contract forms for use by school districts in contracting with private parties for the transportation of pupils and for use in contracting with drivers employed by school districts; and a suggested form for calling for bids on transportation.

All school district authorities and employees who are in any way concerned with the transportation of pupils should study the bulletin carefully, especially the regulations of the State Board of Education.

The regulations are concerned primarily with the operation, including the qualification of school bus drivers, and equipment of school buses. It should be noted that the regulations apply to all school buses whether or not they are owned by school districts. A school bus is defined as any motor vehicle used for the transportation of pupils to and from schools, except pleasure vehicles having a seating capacity of seven or less.

It is not possible here to go into the regulations in detail. Suffice it to say that the efficacy and need for them has been amply demonstrated since their adoption.

Orders For Teachers Salaries

IN some counties in the state the prompt payment of teachers salaries has been prevented by a misinterpretation, by county officers, of the provisions of the School Code relating to the manner in which claims against school district funds are to be paid.

Under School Code section 4.350, as amended by Chapter 1138, Statutes 1931, orders drawn on school district funds must, after being drawn by the governing board of the district, be forwarded to the county superintendent of schools who, if he approves the order, forwards it to the county auditor who, after approving it, returns it to the county superintendent of schools. It is then returned to the governing board of the district which gives it to the claimant.

The county auditors of some counties have been refusing to approve orders until the date upon which they were due, with the result that teachers in those counties were not receiving their salaries until a week or more after they were due.

The attorney general has approved, however, in his opinion No. 7922, the procedure heretofore suggested by the State Department of Edu-

cation to eliminate such delays. **The approved procedure is**, briefly, that governing boards may draw orders for teachers salaries prior to the date upon which such salaries are due, forward them to the county superintendent of schools who, with the county auditor, may immediately approve them, the orders being returned to the governing board in time for the payment of teachers salaries on the day due. Thus, all delay in the payment of salaries may be eliminated.

* * *

Association for Childhood Education



ANNUAL convention of Association for Childhood Education is held in Washington, D. C., May 4 to 7. The Willard Hotel is convention headquarters.

The convention is the first held since the merging of the National Council of Primary Education with the Association for Childhood Education, formerly the International Kindergarten Union.

Ray Lyman Wilbur, Patty Smith Hill, William Heard Kilpatrick, Marjorie Hardie, Ernest Groves, and many other educators of wide experience contribute to the program. The group discussions of specific problems directly affecting the class-room procedure prove most valuable to all teachers of young children.

Washington is a city full of historic and current interest to every loyal citizen of the United States of America. May is the most beautiful of all months in the national capital. Teachers find much in the city to strengthen both the content and the spirit of their work in the classroom.



The usual railroad fare of one - fare - and - a - half is available to all registering at the convention who secure certificates when buying the ticket to convention.

How to Improve Children's Study

L. L. YOUNG, *General Supervisor, San Mateo District Schools*

DO pupils need to be taught how to study? Some children obviously need to be instructed a great deal before they master even the elements of good study habits.

Others appear to have learned by themselves and need little assistance from the teacher. As in almost everything else, then, the amount and kind of instruction given pupils varies to such an extent that no hard and fast rules can be laid down.

Nevertheless, it seems to be universally agreed that **most children do need considerable help** before they are able to apply an effective study technique to their school work.

This article is an attempt to explain what one group of teachers did to improve this phase of instruction in their schools.

At the beginning of the fall term the teachers of the San Mateo elementary schools set up as an objective this problem of study. A part of each teachers meeting was devoted to readings and discussions from the few books available. Every effort was made to carry over into the classrooms the points and conclusions drawn from the meetings.

Following one such meeting it was decided to try the experiment made by Yoakam (in "Reading and Study") of having the boys and girls write a composition entitled, "What I do when I study."

These papers proved to be not only highly interesting but illuminating as well. Some, of course, were worthless but on the whole they gave a survey of the situation in our schools. The papers (about 300) were collected and tabulated as shown below.

Read once	116
Pick out the main points	73
Answer questions on the lesson	69
Concentrate	60
Read more than twice	53
Use dictionary	46
Memorize lesson	46
Take notes	41
Consult maps and references	38
Recite to others	37
Read twice	35
Make outline	29
Get clear understanding of assignment at outset	28
Review the lesson before recitation.....	19

Recite to self	19
Have a quiet place to study	17
Recall the lesson (picturing details or re- viewing perhaps)	16
Have materials at hand before beginning study	15
Make up questions to ask self.....	15
Study thoughtfully	14
Have a comfortable position	13
Use index	12
"Study"	11
Know when to stop	8
Sitting with light at proper angle	7
Know where to begin	6
Make summary	6
"Think"	2
Study notes	1

COMBINING this tabulation with statements of books and the opinions of the teachers, the following conclusions were reached:

1. That there are several well-defined types of study.
2. That only a small proportion of children learn to study without teacher guidance.
3. That pupils as low as the third grade level can be taught to study.
4. That effective study does not take place unless the pupil has a strong motive for learning.
5. That learning objectives should be understood by the pupils.
6. That children should know definitely what degree of success they achieve as a result of their efforts.
7. That children need detailed instructions for proceeding with study in the several school subjects.

In connection with item 4 above, it was decided that a relatively greater proportion of the class period should be spent in assigning lessons. By enlarging on the assignment and by giving the pupils a voice in stating the outcomes of the lesson, it is expected that a stronger motive to study will be created.

To develop the skills desirable in studying the content subjects the following devices were decided upon:

1. Give frequent rapid reading exercises.

2. Teach pupils to take notes and to make summaries and outlines.

3. Develop facility in the use of index, cross-references, supplementary books, maps, charts, etc.

4. Train pupils to talk from outlines.

5. Emphasize accurate comprehension in all reading.

In addition to the foregoing, suggestions and rules for study were mimeographed and placed



Children are not instinctively literary!

in the hands of the 6th, 7th, and 8th grade pupils. These rules and suggestions endeavored to em-

body all that the pupils had considered helpful to them, as directly stated in their compositions.

It is too soon to discover what results this effort will produce if, indeed, such a thing as measuring the direct effects of improved study habits can be done without carefully controlled experiments. Nevertheless it is felt that the time and energy expended have been well worthwhile.

* * *

Errands

Jacqueline Berry, Aged 6, H-1st Grade, Washington School, San Leandro. Sent by GRACE GRANGER, Teacher.

HIPPETY HOP
On careful feet
We carry the milk bottles
Down the street.

A quart of milk
And a pound of butter
Don't trip as you skip
Across the gutter.

Errands are really
As good as play
And I can save mother
Some work that way.

* * *

J. D. Sweeney, treasurer of C. T. A. Northern Section and superintendent of schools at Red Bluff, happily reports Tehama county teachers are enrolled 100% in C. T. A. for 1932. This is a fine feather in the cap for Tehama county.

Compton union council of P.-T. A. is having a parental education course each Monday morning, for a period of five weeks at the Lindbergh school.

Ernest H. Rufer, a certificated teacher, and the president of the Alhambra council, has been secured to give the instruction which deals with the problems of home and the child.

* * *

At a recent meeting of Modoc county teachers held in Alturas, it was voted that in order to improve and maintain the schools, the county teachers association recommends that the salaries of those teachers who attend 1932 summer school shall be maintained for 1932-33. F. L. Dragomanovich, county superintendent of rural schools, is president of the association.

* * *

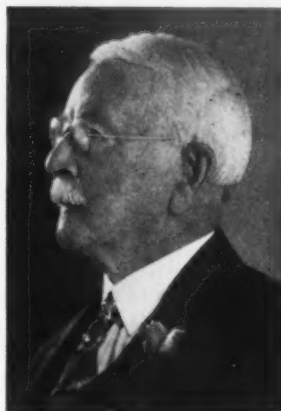
A Venerable Teacher

MAUDE OYLER

Manual Arts High School, Los Angeles

R. A. MAYNARD, venerable teacher of journalism in Los Angeles Manual Arts high school, has an attendance record to be envied by younger teachers, 17 years of service in the school, without absence or tardiness. Affectionately known as "Daddy Maynard" to

students of the school, he supervises the school paper and is a picturesque figure as he walks in and out among the admiring group.



R. A. Maynard

Prior to his present employment, Mr. Maynard had distinguished connection with newspapers and with the platform, as did his nationally known wife, Mila Tupper Maynard,

who passed away in 1926, then a teacher in the same school. Both names found their way into "Who's Who" for many years.

Born in New York, Mr. Maynard was educated in Hillsdale College, Michigan, and at Michigan State University, at Ann Arbor. He worked his way through college by teaching and other pursuits, teaching now and then in district schools and "boarding around." Among these was a school in Michigan recently restored by Henry Ford, where Mr. Maynard's picture now hangs and has hung through several decades. All honor to a veteran!

A Los Angeles Career

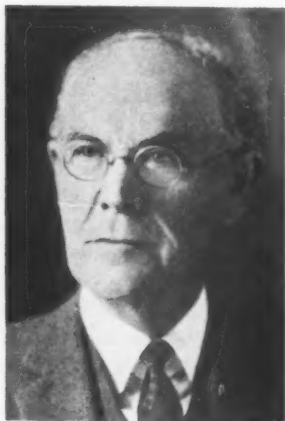
John B. Monlux

SUSAN M. DORSEY, *Los Angeles*

THE recent promotion of J. B. Monlux to the status of Deputy Superintendent Emeritus of the Los Angeles city schools after 28 years of service as Deputy Superintendent is a fitting recognition of his long and fruitful educational career.

From the little country school of North Salem, Ohio, where Mr. Monlux studied the rudiments, he moved on to the grammar and high school of Monroe, Iowa, and in 1878 was graduated from the Iowa State University.

After a brief experience as teacher, first in a rural school and then in high school, Mr. Monlux



J. B. Monlux

became principal of the Oskaloosa high school. Here the superintendent with whom he was associated was Homer H. Seerley, the recently retired president of the Iowa state normal school; out of this early association, which Mr. Monlux considers one of the great privileges of his life, there developed a friendship which has lasted through the

years. The next step upward came in 1885, when he was elected superintendent of schools of Hastings, Nebraska.

Later, after a brief break in school work, Mr. Monlux moved to Los Angeles, where for nearly 40 years he has followed the fortunes of the city and its public schools, first as critic teacher in the old normal school, when it was located where the public library now stands, then as principal of an elementary city school until in 1903 he was appointed deputy superintendent of the Los Angeles city schools, from which honorable position he was recently promoted to the emeritus status.

During a period of great restlessness in the educational world, of ceaseless questioning of old matter and methods and of almost frenzied striving for better results; at a time, also, of great professional rivalries, it is significant that Mr. Monlux has remained so long in one posi-

tion. Not only has the length of his service been unusual, but the quality of his contribution to education and the profession of teaching has always been sane, wholesome, and constructive.

HIS career has been marked by fidelity, patience, and a certain wise unwillingness to part company with the old way until the newer plan had proven itself to be the better way. Always at his desk before others, he has never hastened away in the evening until the last case had received attention and the day's work might be fairly called completed.

Mr. Monlux has deservedly held the confidence of thousands of teachers and other co-workers through all the years, largely for two reasons:

First, in his work of supervision he has allowed reasonable latitude to teachers to initiate and try out their own plans within the bounds of good sense and educational honesty. With trifling and ceaseless experimenting, just to be doing something different, he has shown little patience; every honest effort in the direction of progress has received his warm encouragement.

A second reason for the abiding confidence of teachers in Mr. Monlux as a man and their acceptance of his practical judgment is found in the sincere and human interest he has taken in teacher welfare. More than any other school official he has constantly encouraged teachers to plan wisely for the future so as to escape financial and other embarrassments. The Teachers Loan Association, by joining which teachers may in an emergency secure a small loan, is only one example of his efforts to safeguard the happiness and reputation of his co-workers.

An exact memory for detail has always made Mr. Monlux an invaluable repository of rules, regulations, and school laws. "Ask Mr. Monlux" has for years been the reply to anyone seeking exact information about any school regulation.

A Family Circle of Charm

This appreciation would give small pleasure to the one herein commended if no mention were made of the delightful woman who has shared with Mr. Monlux his life responsibilities, and of a cherished daughter and two rare grandchildren who complete a family circle of such charm as to merit more than passing comment.

So, it is small wonder that thousands of teachers and citizens rejoiced when the Board of Education promoted Mr. Monlux to the status of emeritus and saved to the Los Angeles schools an indispensable personality.

Athletics Rise in Self-Defence

E. B. CHRISTENSEN, Coach,
Ukiah Union High School

READERS of educational literature cannot help but be struck by the large amount of space given to athletics. Nearly all articles seem to assume that all believe such activities to be largely harmful and that they should be curbed to the greatest possible extent. That assumption can be shown to be false.

School people agree that we should aim to develop a minimum standard of attainment in all essentials, **before** special aptitudes be given full sway.

California state law requires that all students, whether normal or not, take gymnasium work of some sort. A doctor's excuse can be accepted, **not** as an exemption from physical education, but only as a direction to activities which attempt to remedy the student's debilities.

With the possible exception of English, no **other phase** of the development of our future citizens is so safe-guarded.

Practice and theory in physical education are far ahead of that in any other branch of school life.

To claim that those who have natural physical ability should **not** be allowed to develop it



Can you stand on your head? This is a good stunt for children and young folks, and a fine type of psychic and muscular co-ordination.

to its full extent under trained guidance is to **deny** that the theory underlying our modern educational system is sound!

Physical health is probably the greatest factor of success in life, far greater than musical or dramatic ability, or good judgment in selecting the best beef cattle! With the changes in living conditions which have come and will continue to come, health becomes increasingly important.

Inter-school athletics have been successful in developing and maintaining fine bodies. If it were necessary they could be entirely justified on that ground alone.

The interminable maze of rules which has been set up to surround sports has made it increasingly difficult for educators to bring physical aptitudes to full realization through inter-school activities.

Fewer Rules—More Common Sense

Overnight trips are usually barred. Practice seasons are cut so short that physically-safe participation is difficult. Numbers of games and events are reduced.

Full control of athletics is given to those who are theorists only and who frequently set up rules without consulting those who are specialists in physical education.

All these and countless other regulations weaken the possibilities of building up the social and physical characteristics which properly-conducted sports do create.

NO other phase of our educational system is so bound by shackles in its attempt to progress. True, many worthwhile recommendations have been adopted in the last few years. As a result the administration and operation of inter-school athletics are years ahead of that for other branches of the school.

Calf clubs still travel across the continent to compete against other clubs and return to gradu-



Athletic competition under wholesome supervision and with intelligent guidance, freed from commercial exploitation, can be and is one of the most potent character-building influences in the whole program of modern American education.

ate and become bank-clerks and college students! School bands still get aid from county supervisors to travel across the continent and up and down the state, in school time and out, and draw "oohs" and "aahs" from service clubs and conventions, and to compete against other organizations that have been trained for no other purpose for years! School actors and debaters are asked to practice every night for weeks at a time!

Why Coaches Are Bald

The athletic director tears his hair—if there is any left after his tribulations—because he cannot get a single student from a single study period, in order to correct a fault that might continue throughout his career!

There are doubtless evils in the present system of athletics but these evils are given consideration out of all due proportion to their size, while the many good features are given little attention. If athletics are of enough importance to merit the notice invariably given them, that attention should be so directed that it will enable physical educators to get the equipment and time needed to carry on their activities so as to achieve the desired results. Too many times he is surrounded with innumerable "don'ts" in very poor pedagogical style.

Let us not be unfair to athletics. The best singers sing, the best actors act, the best musicians play, the best adapted students take trigonometry and other advanced courses. We praise that.

Why not let the best athletes perform? Why not give the best bodies the best chances? Let us not be unfair!

* * *

R. R. Wilson of Ukiah

RAY ROLLIN WILSON, principal of the Ukiah elementary school and president of the California Teachers Association, North Coast Section, was born in South Dakota, then moved to Alberta, Canada, where he received his early schooling. At 12, he came to California, graduating later from a one-room school in Marin county.

He graduated from San Jose high school, served his time in the army during the World War and took his A. B. degree at the College of the Pacific in 1923, majoring in education.

He taught one year in the College Park academy, a private secondary school in San Jose. He was with the Stockton elementary school system a year, and one year in the Linden Union high school in San Joaquin county. He has been five years at his present position.

Three Poems

MARY ELIZABETH DONNELLY,
John Burroughs Junior High School, Los Angeles

Waiting

WHEN I was young, my mother said
If I be good and true,
That down the road, one day would come
A prince, my hand to woo.

But nights and days, they seem so long,
My heart for him doth yearn,
Oh mother darling, do you think
Perhaps he missed the turn?

To the Sea

I'M not afraid of you
When you look so smooth, so blue,
Blue glass, on which sunlight sparkles
As a myriad of diamonds flash.

It's only as you were last night
When you came rolling in
And pounded with a fury of
A thousand demons lashed.

You smashed and thundered the rocks below
And some where in the awful depths of you
I lost myself, but I knew
That I should come to you again tonight.

To a Wave

YOU began far off
And as a child you grew.
You hurried on, anticipating
That which was yet to come.

And then, at last,
You were a wave full-grown,
Poised, self-reliant,
In your life full-blown.

Blue, green, you made yourself
A watery arch and crashed,
Leaving only white sea-foam
To show for all you hoped and planned
At sea, to be.

* * *

Minor M. Farleigh, teacher of auto-mechanics, Phineas Banning high school, Wilmington, is author of a recent technical text-book on principals and problems of aircraft engines, brought out by John Wiley & Sons. Mr. Farleigh is a member of the C. T. A. and is widely-known in southern California.

GUM MASSAGE PART OF EVERYDAY SCHOOL WORK. *"One of the everyday things we do in class is a massage of the gums during our hygiene lesson," writes an Indiana grade teacher.*



Children learn to keep their gums firm with massage.

Teachers Aid in classroom crusade for Healthy Gums



Children's soft foods rob the gums of stimulation.

BECAUSE teachers go on using their influence with our children so well, a whole future generation of men and women will enjoy better oral health!

In the same thorough way in which they have encouraged the practice of tooth brushing, these teachers now show their pupils how to *brush their gums* to keep them hard and healthy.

No wonder gums grow weak and tender, with so little work to do. There is no stimulation for them in the rich, spongy foods we eat. "Pink tooth brush" appears —

which can lead to Vincent's disease, gingivitis, or the dreaded but less frequent pyorrhea, unless twice-a-day massage is adopted.

This influence of our teachers, so unselfishly used to promote the practice of gum massage among our children, will have far-reaching results. For, as any dentist today will tell you, men and women who reach adult life with firm, healthy gums are almost certain to *keep* them so.

Ipana Tooth Paste is an excellent dentifrice to assist you in teaching

children this splendid exercise in oral hygiene. Dentists recommend it for toning up the gums and cleaning the teeth. And its refreshing flavor wins even children to its use.

Ipana's content of ziralol makes it a specific for tender or bleeding gums. Try it yourself, if your tooth brush occasionally shows "pink." But, Ipana or no, every educator now has an opportunity to spread the doctrine of better teeth and gums by teaching children the twice-a-day habit of gum massage.

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by BRISTOL-MYERS CO., New York

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Practical Methods of Building Up a Good Attendance Record

CARROLL ATKINSON, *Principal, Fremont School, San Luis Obispo*

FREMONT School, San Luis Obispo, has established a very creditable attendance record for the first half of the present school year. This school has averaged 96.6% perfect attendance in the first five school-months of the ten-month school-year, with 26,944 days of attendance and only 842 days of absence.

This record has been achieved principally because the pupils have been imbued with an intensive pride in keeping up the school's attendance record. The difficulty has sometimes been to keep children away from school when they were really too ill to attend with full safety to the health of themselves and other children.

This morale, better known as school spirit, has been brought about by a combination of several methods, namely:

1. The room each month with the best attendance record has the privilege of hanging the attendance banner on its door during the following school month.
2. One hour's free play under the supervision of the principal—thus relieving and rewarding the teacher as well as the pupils—is given to the room members with the best attendance record at the end of each month.
3. Display is made in all rooms of specially prepared cards that show the number of perfect days (days when all pupils are present) each class has had during the school month in progress. These cards were made by a local printer and constructed so that a cardboard circle numbered from 1 to 20 may be turned to show through a small opening on the outer card the number of perfect days as the month progresses.
4. Simple statistical record showing the relative standings of the rooms in attendance, the number of perfect days during the month, and the number of pupils who have not been absent so far during the term, is made up in the office at the end of each school month and a copy sent to each room to be placed on the bulletin board.
5. Award of 100% attendance certificates is made at the end of each school term to the pupils who have had perfect attendance records.
6. Award of a picture prize as permanent room property is made at the end of each term to the room that has had the best all-around

attendance record. In deciding this award, seven factors are added together as follows:

(1) Each month's relative position in the attendance statistics is listed. There are five months to be listed each term.

(2) Relative positions are given for the total number of perfect days during the term.

(3) Relative positions are given for the percentage of pupils with perfect attendance during the term. Since the order of ranking is from 1-2-3-4-5, etc., the room with the lowest total of points is adjudged the winner of the attendance picture.

7. Reward of merits (see *Elementary School Journal*, December, 1931, for description of the Fremont school merit system) is made for perfect attendance each month. A further reward of merits is made for perfect attendance during the entire school term.

An analysis of the absentees showed an interesting situation that agrees in its general findings with the majority of other studies of this nature. The facts are as follows:

184 pupils (47%) of the 392 enrolled caused 0% of the absences; 9 pupils (2.3%) of the 392 enrolled caused 47% of the absences; 34 pupils (9%) of the 392 enrolled caused 50% of the absences.

Of these nine pupils who caused nearly half of the absences a further analysis shows that seven were kept out of school by contagious diseases (2 scarlet fever and 5 whooping cough) while two cases could not be labeled as contagious diseases but rather as organic troubles and possibly over-caution on the part of the parents.

A further analysis, necessarily more roughly made than the above comparisons, shows the causes of absences as follows:

199 days lost (42%) were caused by common colds and kindred ailments; 195 days lost (41%) were caused by contagious diseases and their after-effects; 45 days lost (9%) were caused by trips out of town with parents; 36 days lost (7%) were caused by stormy weather; 7 days lost (2%) were unexplained by any of the above reasons.



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The Life of Washington

ROY W. CLOUD

CHARLES SCRIBNER'S SONS are just now putting on the market a book which should be of interest to the schools of the United States and particularly to the teachers and pupils of California.

Its title is "Episodes in the life of Washington." The co-authors are A. J. Cloud, deputy superintendent of schools of San Francisco, and Vierling Kersey, superintendent of public instruction of the state of California.

These two men have been enthusiastic students and collectors of Washington material for a number of years, and the manner of their presentation of their findings is particularly good. The episodes, 27 in number, are all founded upon source material and are presented in chronological order. Each episode not only describes the actions or contacts of the "father of our country," but also gives in intimate detail the history surrounding the particular period involved.

Charles Scribner's Sons have made a definite contribution to education by producing this book at a price which will be well within the purchasing power of the schools of the nation. It is a large book of 240 pages, profusely illustrated from original drawings and paintings, some of which are in colors. The vocabulary will make it available for use from the fifth to the ninth grades. The price is only 64 cents. With the bicentennial of Washington in process of celebration during 1932, the "Episodes" will be of great assistance.

A few of the 27 episodes are:

- A Boy is Born in the Old Dominion
- British Colonial Policy
- Under the Old Elm
- Washington and Lafayette
- Washington and Benedict Arnold
- The First Inauguration
- The Presidency
- Washington and Education
- The Years After the Presidency

All of Mr. Cloud's and Mr. Kersey's friends are looking forward with anticipation to reading this book.

Teaching the Social Studies

ERNEST W. TIEGS, *Dean of University College
University of Southern California, Los Angeles*

THIS excellent volume by Della G. Fancier and Claude C. Crawford is much more than a methods book as its title suggests; it is a liberal education in the social studies. It consists of but nine chapters, but its 369 pages are replete with the essence of the best thought and practices in the field.

Chapter I is devoted to tracing the historical development of thought and practice in the social studies up to and including present trends. Chapter II is devoted to the aims and objectives of the social studies. Course content and curriculum organization of the various social studies constitute the offering in Chapter III.

Eight Major Techniques

In Chapter IV, the authors present a very able and helpful discussion of eight major instructional techniques; and they probably made their most significant contribution in Chapter V in their presentation of the social studies laboratory.

The remaining four chapters are devoted to a consideration of the correlation of the social studies with other fields, to related extra-curricular activities, to measuring the results of teaching, and to the training of social studies teachers.

A Real Source-book

The volume is richly illustrated throughout; there are no fewer than 386 quoted excerpts. This contribution is not the personal program or recommendation of an individual, but rather a carefully-selected and organized presentation of the viewpoints of many leaders, and the curriculum practices and courses of study as they actually exist in leading cities and states. It deals not with one or two, but with all of the social studies; it constitutes a real source-book of the professional literature of the field.

Incidentally, the volume is an excellent piece of craftsmanship; it is unusually well printed and bound. It is a book you will enjoy seeing as well as reading. The publisher is C. C. Crawford, professor of education, University of Southern California, Los Angeles.

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The San Luis Obispo Program of Curriculum Revision

MRS. DRUSILLA RHODES, *Director of Curriculum, San Luis Obispo County*

SAN LUIS OBISPO program of curriculum revision is one that has been brought about through the vision of Robert L. Bird, county superintendent of schools.

He conceived a plan that would bring forth co-operative effort from all elementary schools in the county.

Three distinct administrative groups are included in the work. They are San Luis Obispo city schools, Paso Robles city schools, and all other schools under the supervision of the county superintendent.

Certain ideas underlying the plan have caused it to function in a practical manner. They are:

Participation of teachers themselves in revision so that the course of study used in the class-room will be understood by those in whose hands its final administration lies;

(2) A mimeographed loose-leaf system of compiling the course to facilitate change of materials;

(3) Emphasis, through supervisors, teachers meetings, directed reading and discussion on the phases of the course being studied. Constant effort is made to interpret the work to be accomplished and to create interchange of ideas among all school workers;

(4) Provision for varying abilities through organization of a program that includes suggestions for pupil activity, teacher and pupil references and provision for supplementary work for faster moving children;

(5) Definite minimum essentials by grades included in each subject matter unit, so that teachers may have the advantage of a standard for promotion from grade to grade.

Selection of Subjects for Revision

For several years standardized tests have been used in the county for diagnostic purposes. Results showed the county average to be most seriously below standard in reading and social studies.

Reading was selected as the first subject for study. Revision of the course was handled in the office and most of the work was done by the curriculum worker. A committee of teachers and librarians prepared the library reading-lists. Parts of the course were submitted to teachers from time to time for their suggestions and approval. Minimum requirements and book lists were surveyed by the teachers and principals in meetings throughout the year.

While reading was being prepared committees of teachers were at work on the social science

unit. This course, when finally published, represented two years work on the part of groups of teachers.

As the work progressed, it was realized that to live a well rounded life, the child needs facility in oral expression and the ability to express himself in writing. For this reason the next subject chosen for study was language arts. Language arts will include oral and written English, writing and spelling. Other units for revision will be arithmetic, healthful living, and music and art.

Organization of the Problem

The work of revision is headed by the curriculum director who devotes about half of her time to curriculum problems. The rest of her time is spent in supervision.

Three methods have been used to prepare the material. They are:

(1) Unit prepared by the curriculum worker, submitted to teachers in groups, for approval;

(2) Committees of teachers working in co-operation with the curriculum worker;

(3) Questionnaires sent out from the office, results tabulated, gone over by teachers who made recommendations for minimum requirements and work to be included.

When the work was first started, **Monograph No. I—Reading** was prepared in the office. A committee of librarians and teachers worked on the library reading lists. Much credit should be given to Mrs. A. Kellogg, San Luis Obispo city library; Miss L. Sabin, San Luis Obispo county free library; and Miss H. MacMillan, Miss M. Yenter, Mrs. A. Price, teachers in the San Luis Obispo city schools, for the work they did.

At this time three committees were formed and worked for two years on **Monograph No. II—Social Science**. On each committee was a representative from a one-teacher school, a two-teacher school, and a graded school. The three committees worked in various sections of the county. The primary group (grades 1-3) met at Paso Robles; the middle grades group (grades 4-6) met at Morro Bay; and the upper grades group (grades 7, 8) met at Arroyo Grande.

EACH member headed work on a specific grade and the results were balanced and integrated at the regular committee meetings. The curriculum worker met with each committee twice during every five weeks. Too much

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cannot be said for these teachers who worked so faithfully and traveled long distances after school to participate in the study. Those who headed the committee work were Miss W. Pifer, Mrs. N. Stinchfield, Mrs. M. McKennon, Mrs. M. Cann, Miss M. McCandless, Miss F. Griggs, Mr. N. Dice, Miss S. Cahill, Mrs. F. Judkins, Miss E. Kinney and Miss E. Holland.

Monograph No. III—The Kindergarten was prepared by the kindergarten teachers at their regular monthly meetings. The kindergartners who worked so faithfully are Miss E. Armstrong, Miss H. Hocker, Miss M. Kegley, Miss A. Fisher. They brought to their task the best ideals and materials for a child-centered practical kindergarten curriculum.

Monograph No. IV—Language Arts is being completed at the present time. Questionnaires were sent to teachers to find their procedures, preferred texts and methods, means for activating the work in English and writing and spelling. The results were compiled and gone over by teachers who selected what they considered to be representative opinion. These reactions and a survey of best thought in the professional field, as shown by magazine articles, texts, and courses of study, will determine the selection of material in the language arts course.

Content of the Units

As was suggested above, selection of subject matter for revision was based on needs evidenced by results from standardized tests given over a period of several years. In some cases subject matter was allocated with test experience in mind.¹

Monograph No. I—Reading includes reading in all its phases, library reading lists, some suggestion for teaching poetry and correlation of reading with other subjects. Divisions of the course are: I—Introduction; II—Minimum requirements by grades; III—Reading aims and suggestions for their realization in: Level 1—first grade, Level 2—second and third grades, Level 3—fourth, fifth and sixth grades, Level 4—seventh and eighth grades; IV—Types of reading; V—Remedial reading; VI—Bibliography.

Monograph No. II—Social Science includes a correlated course in history, geography, civics and nature-study for the first three grades; history and geography for the middle grades; history, geography and civics for the upper grades. All adjustments in grade allocation were made with an attempt to make interpretation of social life rational from the growing child's point of view.

1. For example, Bible stories were included in all reading lists from grades 3 to 8 when it was found that many children were unfamiliar with Bible characters given in standardized literature tests.

Trying Out Texts

As subject units in the course of study were being revised, modern texts submitted for adoption were studied carefully by the curriculum worker. Those texts that seemed best fitted to local needs were placed with selected teachers to try out in actual classroom situations.

The proposed middle grade basal history texts were made optional for a year and a half and were used by many teachers before they were adopted by the county board as basal. These teachers were enthusiastic advocates of the work before its use was made county wide.

Certain upper-grade basal social science was tried out in a more or less controlled situation and rejected for reasons based in part on results compiled from standardized tests and teachers opinions. At all times supplementary texts in reading and social studies are submitted to teachers for consideration before adoption.

Teachers Meetings

The county is divided into five sections for school supervision. They are: **Northern** section, Mrs. O. Mae Willett, rural supervisor; **Paso Robles** city, John A. Raitt, city superintendent of schools; **San Luis Obispo** city, Charles E. Teach, city superintendent of schools; **Coast** section, C. Russell Hoyt, rural supervisor, and **Southern** section, Mrs. Drusilla Rhodes, rural supervisor.

Each section has regular teachers meetings. It is at these meetings that most of the teachers were acquainted with the course in its preparation. The curriculum worker met with all of the groups to present each unit before it was adopted and she met with each group again, after adoption, for further study of the work. In addition to this each rural supervisor has planned study meetings based on the curriculum units.

Several study methods have been used. One method was to divide the teachers at the meeting into groups. The first part of the meeting was devoted, by small groups, to study of different parts of the course. After some time devoted to group study they came together for reports from each group. Another method was to assign sections of the course to different teachers to be presented to the rest of the group at the meeting.

JUST before the final work was done on the social science course an all-day county-wide meeting was held. Those who had worked on the social science committees presented reports on the work they had accomplished. Each

committee member presented minimum requirements and a proposed unit of study for the grade on which he had been working. These reports were given for grades I to VIII. At the conclusion of the reports, discussion centered around the new course and its contents as they differed from the old course of study.

Place of the Activity Program

In all the work large units form the basis for division. Minimum subject matter requirements are given for each subject, but they are supplemented by suggestions for their realization. Large and small activities, extra book references and approaches, all attempt to make a logical approach through pupil activity.

Results from tests given to all elementary children show an increased ability in subjects to which specific attention has been given through course of study revision.

Library records show that school children show an increased interest in reading. The librarian reports a turn-over in library reading unparalleled before.

There is a constant improvement in teaching methods. This is noticeable in the primary grades where many activities are suggested for pupil participation, and in the middle grades where new social science material has been supplied.

Most important, however, is a feeling among teachers, supervisors, and principals, that all are working together toward an improved instruction that will best supply a satisfactory environment in which the school-child may develop most profitably and completely.

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Maximum Travel at Minimum Cost

(Continued from Page 12)

to Verdun. Many cars on the sidings still bore the legend, "40 hommes 8 chevaux."

We pedaled on bicycles out to Forts Douaumont and Vaux. These forts, the only two in the protecting ring about Verdun captured by the Germans, had not been repaired.

But French soldiers with carbide lamps took us down into the inner works and through the barracks and rooms underground, which make up a modern fort.

A Trench of Horror

Nearby is the "bayonet trench" in which several squads of French poilus were buried alive by a bursting shell, just as they were about to go over the top. A line of bayonets protruding above the ground marks the trench that summarily became their tomb.

By Dead Man's hill, where half-a-million men perished, and on along the banks of the Meuse, to Romagne where 12,000 of our own soldiers sleep.

In 1908 when as a boy, I moved with my parents to Washington, I had said good-bye to a husky neighbor lad of German descent. Here in Romagne, I found his grave!

Little did I guess, when I saw him last on the Dakota prairie, that I would some day stand by his grave on a rolling green hill in eastern France!

Across the Argonne with barbed wire, shell-holes, and ruined buildings everywhere, we went to Rheims. The cathedral, terribly mutilated, was being repaired, though it looked as though many years would be required to complete the work.

In a museum at Chateau Thierry, we saw the motor of Quentin Roosevelt's plane, and on it was a small card bearing this sentence of his father's: "He only is fit to live who is not afraid to die."

Just outside of Chateau Thierry is the little town of Vaux. Here it was that the American artillery first went into action, so a former doughboy told us.

According to his story, the Germans were intrenched in the wine cellars under the stone buildings and could not be dislodged by infantry. Finally the artillery procured enough French seventy-fives to train one on each build-

ing. The town was leveled to the ground in twenty minutes.

Belleau Wood! Just below the wood is another American cemetery while in the wood are the trenches and emplaced machine guns left just as they were when the fighting was over. Guns, helmets, ammunition, and all the accoutrements of war are here just as they had been scattered during the rush of battle.

PARIS again, now beautiful with trees in full foliage. When we left, it was still winter in the French capital. Now the air was warm and the parks vibrant with spring. Two more college friends arrived while we were there, but as our time was growing short, we bade them *au revoir* and set out for Bologne and London.

The English Channel! We had often heard of its effect on travelers, and it lived up to its reputation that day. A storm caused us to assume horizontal positions all the way across to Dover where cold grey English weather greeted us. The run to the great Victoria station in London was made with but one stop, and at hurricane speed.

London has much of interest, but cold and fog are more conducive to home and fireside, or room and oil-stove as in our case. Hours we spent, however, in the land of our fathers, visiting Parliament buildings, Westminster Abbey, Windsor castle, St. Pauls, Greenwich, and the Tower.

And then to Cardiff and Swansea on the Bristol Channel in Wales. North to the smoky, blackened city of Liverpool. Trim hedges and lawnlike fields, covered with sheep, excited admiration along the way.

A few days in Liverpool at the Salvation Army hotel, and then aboard the *Samaria* for home. We touched in at Queenstown where 500 Irish immigrants came aboard to live in our third-class section. At Boston, we stopped for a few hours, but could not go ashore until we landed in New York.

Home to the Apples

Then down to the capital, and across the American continent to Wenatchee, the home of the big red apple, in Washington, my old home!

Seven months and a day it took to make the circuit. Something under \$1000 was the cost. A deeper insight into history, a wider knowledge of the world, and memories of pleasant days and nights broaden and enrich my life!

Leland Stanford

War Governor, Railroad Builder,
Founder of Stanford University

A review by ROY W. CLOUD

STANFORD UNIVERSITY PRESS has again made a worthwhile contribution to the history of California in a large, 500-page volume on the life and works of Leland Stanford.

George T. Clark, the author, is eminently fitted for the preparation of such a book. He is a native of California, has served as librarian of San Francisco, and for many years was director of the Stanford University library.

In his history Mr. Clark has brought to the public an intimate knowledge of Senator Stanford's ancestry and youth, his work as a lawyer, his business relationships in California, his



Leland Stanford and his wife in 1850.

political activity in the Lincoln campaign, his service as the war governor of California, his energy in the building of a transcontinental railroad, his service as a citizen, his contributions as a member of the United States Senate, and finally, his interest in the youth of the land by the founding of a great university.

Leland Stanford was a power in all of his activities. Chance had little to do with his success. His business affairs were built through hard and continuous work.

As a breeder of fine stock he was the first to make use of the principle of the moving-picture. Through the timing of a series of cameras he produced moving-pictures of the actions of his

race horses, many years before the moving-picture as it is known at present was conceived and developed.

The home life of Senator Stanford is covered and his reasons for founding the University are recounted.

The volume may be obtained from the Stanford University Press, the list price being \$4.00.

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LOS ANGELES city school people in 1927 incorporated a credit union, owned and controlled by employees of the city, county, and board of education. It is purely a mutual organization, formed for the purpose of working out a plan within a specific group of salaried people for: 1. a safe and profitable saving account; 2. to furnish money to its members at reasonable cost.

Membership is limited to persons who are at least 21 years of age and who have been employees of the city or county or school board of Los Angeles for at least six months.

In 33 months the union has made the following progress:

Pass books issued, 1654.	
Loans made: Over 2300.	
Capital stock increased to.....	\$500,000.
Average loan	110.
Total loans made.....	233,000.
Paid in on shares.....	40,327.60
Paid in on deposits.....	36,992.59
Notes receivable	76,821.62
Assets	150,000.
Losses	none

The office is 684 Subway Terminal building, 417 South Hill street, Los Angeles. Interested persons may obtain further information by addressing C. C. Lane, secretary-manager; the president is Albert M. Shaw, prominent in Los Angeles school circles.

The union issues a little leaflet describing the shares, loans, guaranty fund, monthly audit, and other features.

* * *

M. C. Taylor of Madera

M.C. TAYLOR, superintendent of Madera public schools and president of the California Teachers Association, Central Section, graduated from Louisiana state normal college, University of New Mexico A. B., and Stanford University M. A. degrees.

He was engaged in educational work in Louisiana until 1921, when he came to Albuquerque, New Mexico, where he became registrar and purchasing agent for the University of New Mexico for two years. At the end of that period he resigned to accept a position in Albuquerque city schools as supervising principal of three elementary schools for a period of one year.

He was then elected principal of Albuquerque high school for three years, from which position he resigned to enter Stanford. After completing work at Stanford, he served as vice-principal of the Edison technical high school at Fresno. He was then elected district superintendent of schools and principal of the high school at Madera, where he is now serving his fifth year.

Audubon Club Pictures



Many California schools have Audubon clubs and protect and study the native wild birds. Here is the redstart, a showy little warbler, well known to bird lovers. Bird study is featured in many summer camps for boys and girls.

...

Drama Teachers Conference

ADRAMA Teachers Association of California, one of the divisions within the California Teachers Association, holds its annual spring conference on March 18 and 19, in the International House, University of California.

Teachers of drama and the arts and crafts of the theater and directors of community theaters will meet for the purpose of stimulating their professional growth.

The subjects for the day sessions will be Voice and Diction, Stage Decoration, the Creative Spirit, and Emotional Education. The topic for the Friday evening dinner session will be Drama in the High School Curriculum.

Mrs. Mabel Balenseifer, Merritt high school, Oakland, vice-president of the association, is hostess for the conference. She supplies information concerning hotel accommodations and the many theatrical attractions.

Officers of the association are: Professor **William Pierce Hinsdale**, president, College of Pacific, Stockton; **Mrs. Mabel Balenseifer**, first vice-president, Merritt high school, Oakland; **May Rose Borum**, second vice-president, Tustin union high school; **Ellen Irwin Winter**, executive secretary, 2339 College avenue, Berkeley.

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City.....State.....

Butte County 100 Per cent Honor Roll

WE now have 185 members which is 97% of the number employed. All high schools are enrolled 100%. Gridley high school, Stanford Hannah, principal, reports 100% enrollment in both C. T. A. and N. E. A.

A list of 100% schools follow:

One-room schools: Atkins, Berry Creek, Bidwell, Big Bar, Big Bend, Butte, Centerville, Central House, Cherokee, Clear Creek, Clipper Mills, Cohasset, Concow, Dayton, Floral, Forbestown, Forest, Honcut, Kings, Laingland, Lone Tree, Meridian, Messilla Valley, Mooretown, Morris Ravine, Mountain Springs, Nimsheew, Parrott, River, Rock Creek, Rockefeller, Union, Yankee Hill.

Two-room schools: East Gridley, Magalia, Nelson Union, Pleasant Valley, Richvale, Stirling City, West Library, Wyandotte.

Three-room school: Palermo.

Four-room schools: Biggs, Manzanita, Shasta Union, Thermalito.

Five or more room schools: Durham, Woodrow Wilson (Gridley), McKinley (Gridley), Burbank (Oroville), Biggs Union High, Durham Union High, Gridley Union High, Oroville Union High.—Jay E. Partridge, County Superintendent of Schools, Oroville.

* * *

Three Books I Like

HORACE W. MOORE, *Principal,*
Bishop Union High School

The Epic of America. By James Truslow Adams.

Little, Brown and Company.

Explains American history in the new way many of us have been looking for. No battles, no generals, unless the general has character with statesmanship! A depression lesson for present observers. The periods of lawlessness through which our country has passed. The many periods through which our country has passed with good accomplished!

Middle Town. A study in contemporary American culture. By Robert S. and Helen Merrell Lynd.

Harcourt, Brace and Company.

Shows the big gap between the last decade and the previous decade in our civilization.

Principles of Guidance. By Arthur J. Jones.

McGraw-Hill Book Company.

One of the most significant developments in education during the past quarter-century is the guidance movement. The book is the best I have found to meet the needs of workers upon whom the burden of guidance rests. It may be used as a basic text in the principles of guidance now so commonly suggested as part of the training of counselors.



In March the California hillsides begin to brighten with wild flowers.

Nomenclature

SUSANNAH PRUDENCE, *Los Angeles*

I TRAIL no little satellite,
As other teachers do,
Some one, like Earth and Neptune,
And some, like Mars, with two.

It must be very useful
To have a satellite
To wait upon you all day long
And serve you always right.

A satellite is always young—
Or always seems that way;
She may be from the pupils' ranks
Or draw a teacher's pay.

But always she will cling to you
And sound your praise abroad
And carry books and open doors
And reverence you as god.

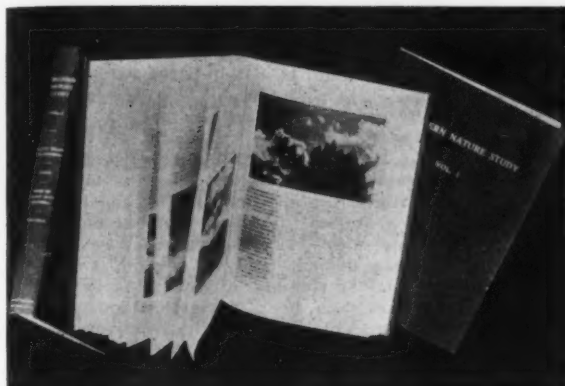
I might have had a satellite;—
In fact I've often had
Aspirants for the honor, but
They always drive me mad.

Perhaps my point of view was wrong;
I wonder—Did I err?
I never called them "satellites";
I only thought of "bur"!

* * *



Here are some ranches and farmsteads made by kindergarten primary children in a progressive Southern California school.



WESTERN NATURE STUDY BOUND VOLUMES

The first four numbers of Western Nature Study, constituting Volume I, can now be secured in a bound volume. This contains the numbers "Frogs, Toads and Salamanders," "Birds," "Trees of Valley and Foothill," and "Weather"; a total of

360 pages, 145 illustrations, and an index. There is no other equally comprehensive work developed especially for West Coast Schools in these fields. The volume is beautifully bound in green linen and lettered in gold. Price \$3 post-paid.

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June 27 to August 5 Write Registrar

SAN JOSE STATE TEACHERS COLLEGE

Pacific Field School of Natural History

IN 1931, third season of our field school of natural history, beginning in the Las Posadas state forest on Howell Mountain on July 13, our class of 10 students spent a full month in the field, studying field conditions from "sea to



sierra." In our class were not only college students but also several grammar school principals from various parts of the state and one high school biology instructor from Texas.

After studying the North Coast Range forests we moved over to Gualala, in the heart of the redwoods, and thence across the Great Valley to Yosemite national park. Stage by stage its forests, bird, and flower habitats were studied, and many interesting and profitable hours were spent in rambling about the flower-filled meadows of the High Sierras.

One full day was given to the ascent of Mount Hoffman, 10,921 feet high, from whose top can be obtained one of the finest views in Yosemite, far surpassing that to be gained from more popular points nearer the valley. Every member of the school made the top after a rather strenuous climb of about four hours.

From Tuolumne Meadows a three-day trip was taken into the arctic-alpine region around Ireland lake, at 10,700 feet. This high base camp served as a starting place for the ascent of Mount Lyell, the highest peak in the park.

Four members went as far as the base of the last peak, at the head of the Lyell glacier, and six others went on to the very summit, at 13,090 feet, where they were overtaken by a heavy hailstorm and had to make their way back over five miles of slushy trails to the camp again.

The last three days of the schedule were spent in Yosemite, working in the museum on the final reports that are the only written work required of the members. The result of these three days of work were some excellent written descrip-

tions of ecological conditions in a cross-section of California, taking in all the life-zones from the lower Sonoran to the arctic-alpine.

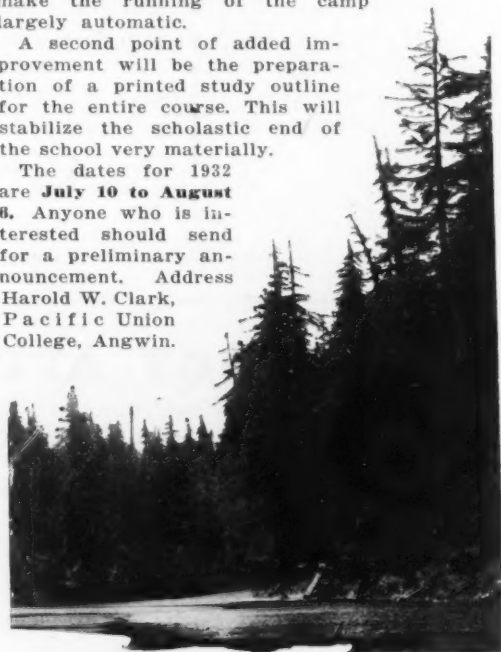
The field school is a delightful variation from the usual routine of study, making study and field observation so natural that the members hardly realize that it is a study. On the other hand the time is so full that the usual indolent listlessness of the average camper is left out of the program, and something intensely worthwhile is provided for every moment of the day.

The season of 1932 will witness several improvements in method and routine. One thing will be the settlement of the itinerary, which other years has been somewhat uncertain in some parts. This year we shall expect to know every day just where we are to camp and study for the whole time, excepting emergencies.

Three years of testing out camping grounds have enabled us to determine the driving time from one to another, and to arrange for purchase of supplies, assignment of studies, and such other items of routine as will make the running of the camp largely automatic.

A second point of added improvement will be the preparation of a printed study outline for the entire course. This will stabilize the scholastic end of the school very materially.

The dates for 1932 are **July 10 to August 6**. Anyone who is interested should send for a preliminary announcement. Address Harold W. Clark, Pacific Union College, Angwin.



For twenty-five years, noteworthy educational contributions have been made in the travel field by the **Armstrong Tours**. During this quarter-century **Dr. and Mrs. A. J. Armstrong**, of Baylor University, Texas, have fostered many tours of importance to education.

Thus, Dr. Armstrong as a Browning enthusiast has not only made a most remarkable collection of Browning materials from over the world, but his Browning Pilgrimages have become famous.

Early in his chosen field of teaching he recognized the complementary values to be found in travel. Last year he demonstrated by a world tour many of the values thereof for teachers. This June another group is to be privileged to accompany him upon a similar world tour.

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C. T. A. Southern Section

100% Membership for 1932,
as of February 15, 1932

This list does not include schools reported in previous issues of Sierra Educational News.

Imperial County:	Los Angeles City:
Brawley:	Fletcher Drive
Hidalgo	South Park Avenue
Reid	School
Witter	Orange County:
Eastside School	Cypress School
El Centro:	San Bernardino County:
Wilson School	Bloomington
Calexico Union High	Colton:
School	Garfield School
Central Union High	Cram:
School District:	Arroyo Verde School
Central Union High	Etiwanda
School and Junior	Hinkley
College	Hodge
Eastside High School	Pass
Imperial Valley Union	Phelan Union
High School	Piedmont
Los Angeles County:	Pioneer
Arcadia School District	Redlands City Schools
is 100%	have been 100% for
Culver City:	years and are 100%
Culver City Grammar	for 1932
Washington	San Diego County:
El Monte:	Carlsbad Union
Columbia	Elementary
Lexington	Julian Union High
Citrus Union High	School
School	Santa Barbara County:
	Guadalupe Joint Union
	Lynden
	Maple

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Symphonia Praeceptorum Concert

This symphony orchestra is composed of teachers in the Los Angeles city schools. Three concerts a year are given, the programs varied and of definite educational value.

George Stewart McManus, chairman of the music department of University of California, Los Angeles, is soloist for the concert on March 15. Mr. McManus is well known in the bay area and throughout Southern California.

The conductor of the ensemble, Henry Svedrofsky, assistant conductor of the Los Angeles Philharmonic orchestra, has brought the group to a high standard of performance in the two years he has led it. Louis Woodson Curtis, director of music in the Los Angeles schools, is delighted to sponsor the organization.

An interesting feature of the program for the March concert will be a composition by a local composer, Sigurd Frederiksen, cellist in the Philharmonic orchestra. The composition, "East of the Sun and West of the Moon," is a suite based upon some fairy tales of Hans Christian Anderson. It was heard on a program of the Standard Symphony series last year.

The program for March 15 at the Polytechnic high school auditorium, 400 West Washington boulevard:

Weber.....Overture to "Der Freischutz"
Frederiksen....Suite: "East of the Sun and West of the Moon"
Mozart.....Concerto for Piano in A Major
George Stewart McManus
Tschaikowsky.....Symphony No. 5 in E Minor

MT. SHASTA SUMMER SESSION

FOOT OF MT. SHASTA

STUDY AND RECREATION
AMONG THE PINES

June 18 to July 29

For particulars,
address DEAN OF SUMMER SESSION, STATE
TEACHERS COLLEGE, CHICO, CALIFORNIA

Index to Advertisers

	Page
Alaska Steamship Company.....	7
Alexandria Hotel	14
Allen Tours	13
American Express Company	5
American Seating Company	51
Bank of America.....	2nd cover
Bennett & Rothchild.....	13
Boeing School of Aeronautics.....	59
Bristol-Myers Company	47
California School of Arts & Crafts.....	49
Canadian Pacific Railway Company.....	9
Chico State Teachers College.....	63
Clark-Son Tours	7 and 13
Coast Inn, The	11
College Travel Club	13
Davis Gardner Company	11
Dollar Steamship Line	1
Freyer Travel Bureau	11
Gaylord Brothers, Inc.	58
Great Northern Hotel	14
Great Northern Railway	4
Gregg Publishing Company	49
Harr Wagner Publishing Company.....	53
International Mercantile Marine	8
Intourist, Incorporated	13
Ipana Tooth Paste	47
Irving-Vance Company, Ltd.	57
Keller Travel Club	11
Matson Navigation Company	5
Medart, Fred Manufacturing Company.....	63
Mentor Tours	13
Merriam, G. & C. Company.....	57
Nature Study Service	61
Nichols, David Company	63
Oregon State Agricultural College.....	3rd cover
Panama Pacific Line	8
Panama Mail Steamship Company.....	5
Peck-Judah Travel Bureau	14
Robertson's, D. F. Travel Bureau.....	5
Safety Education	55
San Jose State Teachers College.....	61
Signal Oil and Gas Company.....	4th cover
Southern California Tourist Information Bureaus	11
Technical Book Company	63
Travel Guild	13
United Aircraft & Transport Corporation.....	59
University of Oregon	16
Victor Portrait Company	58
Western Manufacturing Company	62
Western Nature Study	61
Wiley, John & Sons	63
Winston, John C. Company	49
World Book Company	55

Coming Events

March 17—Annual meeting of California state teachers college presidents with state board of education, **Santa Barbara**.

March 18—Meeting of California organizations interested in tax equalization, **San Bernardino**.

March 18-19—Drama Teachers Association of California, annual spring conference. International House, **Berkeley**.

March 27—Easter.

March 21-24—State Convention of California Secondary School Principals; **Los Angeles**.

April 8—C. T. A. Board of Directors, regular meeting. State headquarters, **San Francisco**.

April 9—C. T. A. State Council of Education, annual meeting, **San Francisco**.

April 25-30—California Public Schools Week. Charles Albert Adams, General Chairman.

May—Mono county teachers institute, Mrs. Nora Archer, county superintendent, **Benton**.

May 1-5—California Conference of Social Work; 24th annual convention; **Riverside**.

May 2-5—California Congress of Parents and Teachers State Convention, **Fresno**.

May 15-20—National Congress of Parents and Teachers; 36th convention, **Minneapolis**.

Summer, 1932—Tenth Olympiad, **Los Angeles**.

June 16-August 10—Austro-American Institute of Education Sixth Summer School, **Vienna**.

June 20-25—American Home Economic Association, annual convention, **Atlanta, Georgia**.

June 23-August 3—University of California summer session, **Berkeley**.

June 27-July 4—N. E. A. Convention, **Atlantic City**.

July—First International Recreation Congress, **Los Angeles**.

July 25-30—World Federation of Education Associations, regional conference at **Honolulu, Hawaiian Islands**.

July 28-August 4—International Federation of University Women Conference at **Edinburgh, Scotland**.

July 29-August 12—Sixth World Conference of the New Education Fellowship, at **Nice, France**.

August 16-20—International Convention, League of Western Writers. Cliff Hotel, **San Francisco**.

November 21-23—C. T. A. Bay Section teachers institutes and annual convention, **San Francisco, Oakland**.

In Memoriam

Mrs. A. W. Plummer, wife of Dr. A. W. Plummer, who was for many years in the Los Angeles city schools.

Alice Katharine Fallows, teacher of creative writing in Polytechnic evening high school, **Los Angeles**.

Mrs. Dorothy Lent Grigg, teacher in Longfellow school, **Oakland**.

Charles H. Beck, teacher, San San Pedro high school, **Los Angeles**.

Mrs. Ella Frances Case, kindergarten director, Raymond Avenue School, **Los Angeles**.

"OREGON STATE" SUMMER SESSION

June 20 — July 29

Corvallis, Oregon

Summer School Attendance a Public Service

When 29% of the teachers of the nation attend summer session in one year, the importance of the summer session to the public schools of the nation over a period of years is evident. This relationship is important not merely to the teachers as a means of growth and professional advancement; it is necessary for the public good. It provides the means whereby the work of the public schools is kept up to date, efficient, standard, and vital.

Contacts with National Leaders

HOME ECONOMICS. Dr. Henry C. Sherman, Teachers College, Columbia, outstanding authority in the field of the Chemistry of Nutrition, continuing work of past two summers with courses which will not repeat; Doris Schumaker, Cornell, with training at Columbia and Merrill-Palmer, continuing work of last summer in the field of **Parent Education**; Miriam Birdseye, Extension Nutritionist of the Office of Co-operative Extension Work, United States Department of Agriculture, **Extension Methods** in the field of **Nutrition**; Dr. Eleanor B. Johnson, now engaged in research work on President Hoover's committee on Home Building and Home Ownership, **Economics in the Household**; and Edna F. Fowler, of the University of Minnesota, **House Furnishing**. Strong resident faculty, courses for graduates and undergraduates; sequences leading to Master's degree.

VOCATIONAL EDUCATION. C. C. Grover, assistant director of Research of the Oakland (California) Public Schools, **Curriculum Construction**, **Counseling** and **School Administration**. The recognition now being given to the importance of technical and other vocational phases of education is causing a reconstruction of curricula in most of the cities of the Pacific Coast. Dean Ella E. Wilson, Franklin High School, Portland, Oregon, courses for **Advisers or Deans of High School Girls**; Professor C. W. Salser, **Vocational Guidance** and **Occupational Information**; Professor E. W. Warrington, **Character Education**, **Extra Curricular Activities**, **Testing**, and **Mental Measurements**, **Mental Hygiene**, **Remedial Teaching**, and **Statistics** are other phases of work by strong resident staff under the direction of Dean J. R. Jewell.

INDUSTRIAL ARTS AND INDUSTRIAL EDUCATION. In a program unsurpassed west of the Mississippi in range and practical value A. C. Newell, director of the Division of Industrial Education at the Illinois State Normal University, will join Professor G. B. Cox, head of the department, and his staff for the summer term. Professor Newell, author of two nationally used textbooks, "Wood and Lumber" and "Coloring and Finishing Wood," in **Wood Finishing**, **Organization and Administration**, and **Seminar**. Another leader added to the regular staff is O. D. Adams, State Director of Vocational Education. Wide range in Industrial Education leading to the Master's degree.

COMMERCE. With Dr. H. V. Hoyt, recently appointed dean of the School of Commerce, and Professor H. T. Vance, head of the department of Secretarial Training, heading the program, the School of Commerce offers work in all departments. Of particular interest to teachers, **Methods in Stenography** by Mrs. Minnie DeMotte Frick, author of the widely adopted text "Analytical Lessons in Gregg Shorthand," and **Teachers Course in Book-keeping** by Professor L. C. Ball.

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